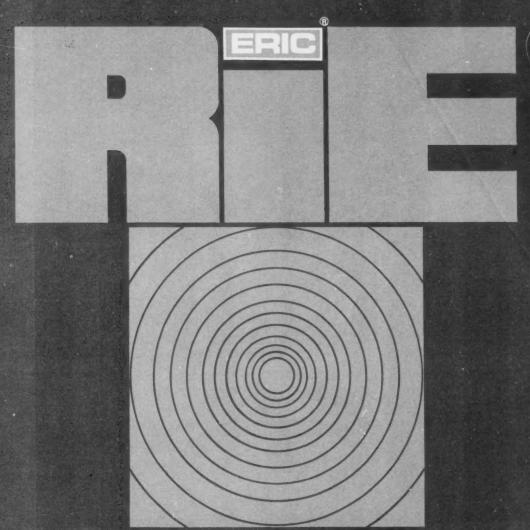
Resources in Education

EDUCATIONAL RESOURCES INFORMATION CENTER

APRIL 1978

VOLUME 13 • NUMBER 4



ED 146 319-147 442

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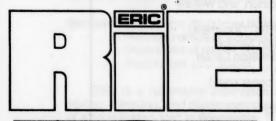
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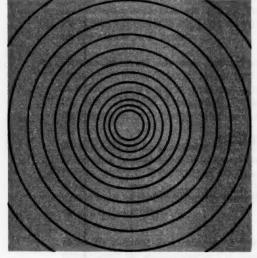
RESOURCES IN EDUCATION

ED 146 319-147 442

April 1978

Volume 13 • Number 4





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Current Index to Journals in Education Thesaurus of ERIC Descriptors

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ERICTOOLS

Selected Acronyms

BT —Broader Term

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CIJE —Current Index to Journals in Education

Comp. —Compiler

DHEW-Department of Health, Education, and Welfare

Ed. -Editor

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EDRS —ERIC Document Reproduction Service

ERIC —Educational Resources Information Center

GPO —Government Printing Office

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MF -Microfiche

NIE -National Institute of Education

NT —Narrower Term

OE —Office of Education

RIE —Resources in Education

RT —Related Term

SN —Scope Note

UF —Used For

Cataloging in Publication

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 $_{\rm I}$ Washington, U. S. Dept. of Health, Education, and Welfare, National Institute of Education,

v. 27 cm. monthly.

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ISSN 0098-0897

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Introduction

Resources in Education (RIE)A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

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Acronyma

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DOCUMENT SECTION

SAMPLE RESUME ENTRY

ERIC Accession Number-identifi-Clearinghouse accession number. cation number sequentially assigned to documents as they are processed. Author(s). Sponsoring Agency—agency re-sponsible for initiating, funding, and CE 123 456 ED 654 321 managing the research project. Title. Smith, John D. Johnson, Jane Career Education for Women Organization where document -Central Univ., Chicago, Ill. Report Number-assigned by originated. Spons Agency-National Inst. of Education' originator. (DHEW), Washington, D.C. Report No.-CU-2081-S -Date published. Pub Date May 73 Descriptive Note (pagination first). Contract-NIE-C-73-0001 Note-129p; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, Contract or Grant Number. Descriptors-subject terms which Available from-Campus Bookstore, 123 College characterize substantive content. Only the major terms, preceded by an Ave., Chicago, Ill. 60690 (\$3.25) EDRS: MF-\$0.83 HC-\$7.35 asterisk, are printed in the subject in-Alternate source for obtaining-Descriptors-*Career Opportunities, Career Plandocument. ning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor EDRS-availability through the Market, *Manpower Needs, Occupational Aspira-Identifiers-additional identifying **ERIC** Document Reproduction terms not found in the Thesaurus of tion, Occupational Guidance, Occupations, Voca-Service, "MF" means microfiche: tional Counseling, *Working Women ERIC Descriptors. Only the major "HC" means hard copy, i.e., reproterms, preceded by an asterisk, are Identifiers-Consortium of States, * National Occupaduced paper copy. When described printed in the subject index. tional Competency Testing Institute, Illinois as "Not Available From EDRS", alter-Women's opportunities for employment will be dinate sources are cited above. Prices are subject to change; for latest price rectly related to their level of skill and experience but schedule see page on "How to Order also to the labor market demands through the remain-ERIC Documents," in the most recent der of the decade. The number of workers needed for issue of RIE. all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 Informative Abstract. percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assist-

Abstractor's initials

ance which are available to them. (SB)

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically be Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
CE—Career Education	1	PS —Early Childhood Education	97
CG—Counseling and Personnel Services	24	RC—Rural Education and Small Schools	102
CS—Reading and Communication Skills	34	SE —Science, Mathematics, and	
EA —Educational Management	48	Environmental Education	112
EC—Handicapped and Gifted Children	56	SO—Social Studies/Social Science Education	126
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HE —Higher Education	71	TM—Tests, Measurement, and Evaluation	143
IR —Information Resources	80	UD—Urban Education	152
IC Junior Colleges	90	White are property and	

CE

ED 146 319 CE 008 466

Williams, Michael J., Ed. A Curriculum Guide for Industrial Arts in the Elementary School.

Central Connecticut State Coll., New Britain.

Note-77p.; Several pages may not reproduce

well due to faint type
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—Career Education, Curriculum
Guides, Educable Mentally Handicapped, Educational Objectives, Elementary Education,
Elementary School Teachers, Fused Curriculum, Gifted, Handicapped Students, *Industrial
Arts, *Learning Activities, Learning Disabilities, Physically Handicapped, Regular Class
Placement, *Special Education, Student
Characteristics, *Student Projects, Teacher
Workshops, Teaching Techniques, Vocational Workshops, Teaching Techniques, Vocational Education

Materials contained in this curriculum guide were developed to provide both regular and spe-cial education instructors at the elementary school level as well as elementary school industrial arts consultants with some understanding of how industrial arts activities can be used to enrich the elementary school program. Discussion covers a definition and philosophy behind using industrial arts activities at the elementary school covers a definition and philosophy behind using industrial arts activities at the elementary school level; general goals of the elementary school and industrial arts in the elementary school and industrial arts in the elementary school; objectives to stress with the gifted, the educable mentally retarded, children with learning disabilities, children with emotional problems, and children with physical handicaps; developmental tasks of elementary school youth; methods of integrating industrial arts with other school subjects; and methods of implementing career education in the elementary school. The major portion of the guide consists of applicable projects and activities by grade level (K-6) including a description of project (K-6) including a description of project with other subject areas, how project facilitates career education, construction procedure, bill of materials, tools needed, and working drawings. A suggested outline for a workshop to be conducted by the industrial arts consultant-specialist for elementary school teachers, a suggested tool list, and a bibliography are appended. (Editor/TA)

ED 146 320

CE 008 821

ED 146 320 CE 008 821

Hawkinson, Bruce Teacher Guide and Test Answers to Ten Office Education Mini-Manuals on Office Communican Proofreading.

New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.

Note-18p.; For related documents see CE 008 821-831

Available from-Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, \$8.50; not available separately)
EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Answer Keys, *Business Education, *Business English, Capitalization (Alphabetic), *Butting Enrichment, Grammar, Letters (Correspondence), *Manuals, *Office Occupations Education, Punctuation, Remedial Instruction, Secondary Education, Spelling, Supplementary Textbooks, Teaching Guides, Writers Skills. ing Skills

Identifiers-New Mexico

This teacher's guide accompanies ten mini-manuals which provide business and office students with instruction in the following areas: word division; subject and verb agreement; plu-rals and possessives; commas, dashes, and rals and possessives; commas, ounces, and parentheses; periods, questions, exclamations, and parentheses; capitalization; numbers; spelling; semicolons; capitalization; numbers; spelling; includes a brief overview of the contents of each mini-manual, instructions for their use as supplementary, remedial, or enrichment tools, and answers to the tests found in each of the ten manuals. (BM)

Hawkinson, Bruce

Give a Word a Break: An Office Education Mini-Manual on Word Division.

New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.

Note-31p.; For related documents see CE 008

Available from—Curriculum Development Unit, New Mexico State Department of Education, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, \$8.50; not available separately)
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Business Educations *Business Educations *Plusiness Education *Plusin

Education, *Business Education, *Business Education, *Business Education, *Business Education, *Business Materials, Learning Activities, Manuals, *Office Occupations Education, *Punctuation, Secondary Education, Tests, Writing Skills Identifiers—New Mexico
One, in a series of ten mini-parameter on office.

One in a series of ten mini-manuals on office communication proofreading, this booklet provides the business and office student instruction in word division. Included are terminal and specific objectives, word division rules and respecific tolectives, work at tasks for practice. A test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series—CE 008 821.)

ED 146 322 CE 008 823

Hawkinson, Bruce Let's Get Together: An Office Education Mini-Manual on Subject-Verb Agreement. New Mexico State Dept. of Education, Santa Fe.

Office of Vocational-Technical Education. Pub Date 76

Note-34p.; For related documents see CE 008 821-831

Available from-Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide,

\$8.50; not available separately)

EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.

Descriptors—Behavioral Objectives, *Business

Education, *Business English, *Grammar, In-structional Materials, Learning Activities, Manuals, *Office Occupations Education, Secondary Education, *Syntax, Tests, *Verbs, Writing Skills

Identifiers-New Mexico

One in a series of ten mini-manuals on office communication proofreading, this booklet for business and office students provides instruction in subject-verb agreement. Included are terminal and specific objectives, related grammar rules and definitions, and tasks for practice. A test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series-CE 008 821.)

ED 146 323

Hawkinson, Bruce S with or without a Squiggle. An Office Education Mini Curriculum Manual on Plurals & Posses-

New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.

Note-37p.; For related documents see CE 008 821-831

Available from—Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, \$8.50; not available separately) EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Behavioral Objectives, *Business Education, *Business English, *Case (Grammar), *Grammar, Instructional Materi-

(Grammar), "Grammar, Instructional Materials, Learning Activities, Manuals, "Office Ocupations Education, "Plurals, Secondary Education, Syntax, Tests, Writing Skills Identifiers—New Mexico
One in a series of ten mini-manuals on office communication proofreading, this booklet for business and office students provides instruction in the use of plurals and possessives. Included are terminal and specific objectives, grammar rules and related information, and tasks for practice. A test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series—CE 008 821.) eacher's manual for the series-CE 008 821.)

ED 146 324

CE 008 825

Hawkinson, Bruce
Short Stops. An Office Education Mini Curriculum Manual on Coremas, Dashes, and
Parentheses.

New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.

Note-41p.; For related documents see CE 008 821-831

vailable from—Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, Available from-\$8.50; not available separately)
EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Behavioral
Education, *Business English, Instructional
Materials, Learning Activities, Manuals,
*Office Occupations Education, *Punctuation,
Secondary Education, Tests

Identifiers-New Mexico

One in a series of ten mini-manuals on office one in a series of ten mini-manuaus on office communication prooferading, this booklet for business and office students provides instruction in the use of commas, dashes, and parentheses. Included are terminal and specific objectives, punctuation rules and related information, and tasks for practice. A test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series--CE 008 821.) (BM)

ED 146 325

CE 008 826

Hawkinson, Bruce
Dead Ends. An Office Education Mini Curriculum
Manual on Periods, Questions, Exclamations,

New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education. Pub Date 76

Note-29p.; For related documents see CE 008 821-831

Available from—Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, \$8.50; not available separately)
EDRS Price MF-\$0.83 Plus Postage. HC Not

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS. Descriptors—Behavioral Objectives, *Business Education, *Business English, *Grammar, In-structional Materials, Learning Activities, Manuals, *Office Occupations Education, *Punctuation, Secondary Education, Tests, Writing Skills Mentifers—New Mayion

Identifiers-New Mexico

One in a series of ten mini-manuals on office nunication and proofreading, this booklet for business and office students provides instruction in the use of periods, question marks, exclama-tion marks, and semicolons. Included are terminal and specific objectives, punctuation rules and re-lated information, and tasks for practice. A test over the information presented concludes the manual (Test answers are included in the teacher's manual for the series—CE 008 821.)

ED 146 326

CE 008 827

Hawkinson, Bruce
Draw Me Big: An Office Education Mini Curriculum Manual on Capitalization.
New Mexico State Dept. of Education, Santa Fe.
Office of Vocational-Technical Education.

Note—30p.; For related documents see CE 008 821-831

Available from—Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, \$8.50; not available separately)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Business Education, *Business English, *Capitalization (Alphabetic), *Grammar, Instructional Materials, Learning Activities, Manuals, *Office Occupations Education, Secondary Education, Tests, Writing Skills Tests, Writing Skills Identifiers—New Mexico

One in a series of ten mini-manuals on office communication proofreading, this booklet for business and office students provides instruction in capitalization. Included are terminal and specific objectives, capitalization rules and related information and tasks for practice. A test specific objectives, capitalization rules and to-lated information, and tasks for practice. A test over the information presented concludes the manual. (Test answers are included in teacher's manual for the series--CE 008

ED 146 327

CE 008 828

Hawkinson, Bruce

One, Two, Three. An Office Education Mini Cur-riculum Manual on Numbers. New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.

Pub Date 76

-33p.; For related documents see CE 008 821-831

ble from-Curriculum Development Unit, Available from—Curriculum Development Unit.
New Mexico State Department of Education,
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Available from EDRS.

Descriptors—Behavioral Objectives, *Business Education, *Business English, *Grammar, Instructional Materials, Learning Activities, Manuals, *Numbers, *Office Occupations Education, Secondary Education, Tests, *Writing Skills

Identifiers-New Mexico

One in a series of ten mini-manuals on office communication proofreading, this booklet for business and office students provides instruction in the use of numbers in written communication. Included are terminal and specific objectives, usage rules and related information, and tasks for practice. A test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series-CE 008 821.) (BM)

ED 146 328

CE 008 829

Hawkinson, Bruce
Dispel Misspelling. An Office Education Mini Curriculum Manual on Spelling.
New Mexico State Dept. of Education, Santa Fe.
Office of Vocational-Technical Education.
Bub Date 5

Pub Date 76

-31p.; For related documents see CE 008 821-831

saliable from—Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, \$8.50, not available separately)
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Descriptors—Behavioral Objectives, *Business

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escriptors—Behavioral Objectives, *Business Education, *Business English, *Grammar, Instructional Materials, Learning Activities, Manuals, *Office Occupations Education, Secondary Education, *Spelling, *Spelling Instruction, Tests, Writing Skills Identifiers-New Mexico

One in a series of ten mini-manuals on office communication proofreading, this booklet for of-fice education students provides instruction in spelling. Included are terminal and specific objec-tives, spelling rules and related information, and tasks for practice. A test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series-CE 008 821.) (BM)

ED 146 329

CE 008 830

Hawkinson, Bruce
Punctuation Potpourri. An Office Education Mini
Curriculum Manual on Other Punctuation

New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.

Pub Date 76

Note-28p.; For related documents see CE 008 821-831

Available from—Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide,

87303 (set or ten manuas and teacher's guide, \$8.50; not available separately) EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS. Descriptors—Behavioral Objectives, *Business Education, *Business English, Clerical Workshops, *Grammers Instructional Materials kers, *Grammar, Instructional Materials, Learning Activities, Manuals, *Office Occupa-tions Education, *Punctuation, Secondary Edu-cation, Tests, *Writing Skills

-New Mexico

One in a series of ten mini-manuals on office One in a series of ten mini-manuals on office communication proofreading, this booklet for business and office students provides instruction in the use of apostrophes, quotes, italics, hyphens, brackets, ellipsis dots, leader dots, bullets, superscripts, and subscripts. Included are terminal and specific objectives, punctuation rules and related information, and tasks for practice. A set transaction of the property of the prop test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series-CE 008 821.)

ED 146 330

Hawkinson, Bruce
What's Wrong? An Office Education Mini Curriculum Manual on Catching Errors.
New Mexico State Dept. of Education, Santa Fe.
Office of Vocational-Technical Education.

Note—25p.; For related documents see CE 008 821-831

Available from—Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, \$8.50; not available separately) EDRS Price MF-50.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Behavioral Objectives, *Business Education, *Business English, *Editing, *Grammar, Instructional Materials, Learning Activities, Manuals, *Office Occupations Education, *Communication of the Communication o cation, Secondary Education, Tests, Writing Chille

Identifiers-New Mexico

One in a series of ten mini-manuals on office communication proofreading, this booklet for business and office students provides instruction in proofreading for errors in written communica-tion. Included are terminal and specific objectives, a list of the commonly used proofreading marks and related instructions, and tasks for practice. A test over the information presented cludes the manual. (Test answers are included in the teacher's manual for the series--CE 008 821.) (BM)

CE 009 423 ED 146 331

Mankiw, Dorothy S. Elefante, Michael A.
Beauty Culture II. Teacher's Guide.
Rutgers, The State Univ., New Brunswick, N.J.
Curriculum Lab.
Pub Date Jan 77
Note 446

-466p.; For a related document see CE 013 621

021 Available from—New Jersey Vocational-Techni-cal Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brun-swick, New Jersey 08903 (BC-392, \$7.50 plus

postage)
EDRS Price MF-\$0.83 HC-\$24.77 Plus Posta EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage. Descriptors—Cosmetologists. *Cosmetology, Course Content, Course Evaluation, Curriculum Guides, Educational Objectives, Hygiene, Learning Activities, *Lesson Plans, Secondary Education, Service Occupations, Teaching Guides, Teaching Methods, Teaching Techniques, Tests, *Unit Plan, Units of Study, *Visual Aids, *Vocational Education Identifiers. New Jerse.

Identifiers—New Jersey
This teacher's manual presents a course outline for the second semester (270 hours) of a foursemester course in beauty culture. The syllabus is divided into nine sections and includes the fol-lowing areas of instruction: the shop and the cosmetologist; scalp applications and shampooing; hair styling; hair cutting; manicuring and pedicuring; permanent waving; chemical relaxing; hair coloring; and facials. Each of these major divisions consists of one or more unit plans which

cover objectives, lesson sequence and lesson plans, teacher preparation, teaching tips, student activities, and evaluation procedures. The remainder of the manual includes a suggested weekly plan book, forty-three handout sheets, sixteen tests with answer sheets, seventy-eight trans-parency masters, and a suggested evaluation and record system. (Author/BM)

The Consumer and Homemaking Cluster. Career Orientation Series. Ohio State Dept. of Education, Columbus. Div. of Vocational Education. Pub Date 76

Note-67p.; For related documents see CE 010 407-412; Page 66 may be marginally legible

due to small print Available from-Instructional Materials Laboratory, Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 (out-of-state, \$0.60; in-

state, \$0.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—"Career Exploration, Child Care

escriptors—*Career Exploration, Child Care
Occupations, *Consumer Education, Food Service Occupations, Grade 7, Grade 8, Instructional Materials, Junior High Schools, Learning
Activities, *Occupational Clusters,
*Occupational Home Economics,
*Occupational Information, Service Occupations

Developed to provide seventh and eighth grade students information about careers in the con-sumer and homemaking occupational cluster, this booklet may be used to integrate career information with various subject areas. (It is one of several student booklets developed for use in the Ohio Career Orientation Program at grades 7 and 8 to assist students in making tentative career ons for exploration activities in grades 9 and 10.) Most of the guide is devoted to over views of seven career areas in the cluster, followed by several paragraphs of occupational information on each of two or three specific jobs in each area. Additional jobs are listed with brief one- or two-sentence descriptions. The seven areas are (1) clothing and textiles, (2) consur and homemaking educational services, (3) family economics, (4) family relationships and child development, (5) food and nutrition, (6) household and personal care, and (7) housing design, home furnishings, and household equip-ment. Following each job description a brief ex-ploration activity is suggested through which the student would learn more about the job. A chart is provided with notes on how various school sub-jects (home economics, English, social science, industrial arts, physical education, music, science, art, and mathematics) are related to the consumer and homemaking cluster careers. A list of qualities needed for consumer and homemaking careers and a list of sources for additional career information (professional associations and specific government bulletins) are included along with a vocabulary list and a chart matching the jobs listed with the corresponding page number and codes in the "Dictionary of Occupational Titles" (DOT). Illustrated with drawings and photographs ("DOT). graphs. (JT)

ED 146 333 The Environment Cluster. Career Orientation Se-

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Note-66p.; For related documents see CE 010 407-412

Available from-Instructional Materials Laboratory, Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 (out-of-state, \$0.60; in-

state, \$0.50) DRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Biological Sciences, *Career Exploration, *Environment, Environmental Education, Environmental Technicians, Grade 7, Grade 8, Instructional Materials, Junior High Schools, Learning Activities, *Occupational Clusters, *Occupational Information, *Occupations, Physical Environment, Physical Sciences

Developed to provide seventh and eighth grade students information about careers in the en-vironment occupational cluster, this booklet may be used to integrate career information with various subject areas. (It is one of several student booklets developed for use in the Ohio Career Orientation Program at grades 7 and 8 to assist students in making tentative career decisions for exploration activities in grades 9 and 10.) Several jobs are listed with brief one- or two-sentence descriptions in each of five career areas in the cluster: (1) life science, (2) physical science, (3) education and technology (health technologists and planners and managers), (4) environmental implementation, and (5) environmental application. A closer look at seven specific careers is tion. A closer look at seven specific careers is provided through brief case studies of one individual working in each job: what he does and how he prepared himself. These jobs are air pollution inspector, waste water analyst, environmental health technician, public health sanitarian, private industry sanitarian, interpretive naturalist, and assistant urban planner. Brief exploration activities are suggested through which students would learn more about each job. A chart is provided with notes on how various school subjects vided with notes on now various school subjects (mathematics, English, science, social science, in-dustrial arts, physical education, music, art, and home economics) are related to the environment cluster careers. A list of qualities needed for en-vironment careers and a list of sources for additional career information (professional associations and specific government bulletins) are included along with a vocabulary list. Illustrated cluded along with a vocabulary list with drawings and photographs. (JT)

ED 146 334 CE 010 409 The Health Cluster, Career Orientation Series. Ohio State Dept. of Education, Columbus. Div. of

Vocational Education.

ote-67p.; For related documents see CE 010 407-412

Available from-Instructional Materials Laboratory, Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 (out-of-state, \$0.60; intate, \$0.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Obscriptors—*Career Exploration, Grade 7, Grade 8, *Health Occupations, Instructional Materials, Junior High Schools, Learning Ac-tivities, *Occupational Clusters, *Occupational Information

Developed to provide seventh and eight grade students information about careers in the health occupational cluster, this booklet may be used to integrate career information with various subject areas. (It is one of several student booklets developed for use in the Ohio Career Orientation Program at grades 7 and 8 to assist students in making tentative career decisions for exploration activities in grades 9 and 10.) Ten major categories of health occupations are briefly described: operations, health information systems, health services delivery, mental health, accident and emergency services, dental science and services, emergency services, dental science and services, medical science and services, biologic science and technology, health services administration, and pharmaceutical science and services. A closer look at seven specific careers is provided through brief case studies of one individual working in each job: hospital administrator, medical record technician, intensive care nurse, physician, dentist, occupational therapist, and pharmacist. Related jobs are listed under each. Brief exploration activities are succeeded through which attrition activities are suggested through which stu-dents can learn more about the jobs. A chart is provided with notes on how various school subjects (home economics, English, social science, industrial arts, physical education, music, science, art, and mathematics) are related to the health cluster careers. A list of qualities needed for health careers and a list of sources for additional career information (professional associations and specific government bulletins) are included along with a vocabulary list and information on projected job opportunities in the various areas. (JT)

ED 146 335 CE 010 410 The Hospitality and Recreation Cluster. Career Orientation Series.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education. Pub Date 76

ote--66p.; For related documents see CE 010 407-412

Available from-Instructional Materials Labora-tory, Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 (out-of-state, \$0.60; in-EDRS Price MF-\$6.83 Plus Postage. HC Not Available from EDRS. escriptors—*Career Exploration, Grade 7, Grade 8, Instructional Materials, Junior High Schools, Learning Activities, *Occupational Clusters, *Occupational Information, *Occupations, *Recreation, Service Occupa-

tions
Identifiers— "Hospitality Occupations
Developed to provide seventh and eighth grade
students information about careers in the
hospitality and recreation occupational cluster,
this booklet may be used to integrate career information with various subject areas. (It is one of several student booklets developed for use in the as. (It is one of Ohio Career Orientation Program at grades 7 and 8 to assist students in making tentative career decisions for exploration activities in grades 9 and 10.) Six major categories of hospitality and recreation careers are briefly described with several job titles listed for each. A closer look at several job titles listed for each. A closer look at five careers is provided through brief case studies of one individual working in each job: main-tenance worker in a metropolitan park, animal keeper in the zoo, lifeguard, camp counselor, and recreation director. Brief exploration activities are suggested through which students can learn more about the jobs. A chart is provided with notes on how various school subjects, thome more about the jobs. A chart is provided with notes on how various school subjects (home economics, English, social science, industrial arts, physical education, music, science, art, and mathematics) are related to the hospitality and recreation cluster careers. A list of qualities needed for hospitality and recreation careers and a list of sources for additional career information (professional associations and specific government bulletins) are included along with a vocabulary list, notes on employment outlook, and questions to guide students' decision making. The text is illustrated with numerous photographs. (JT)

CE 010 411 ED 146 336 CE 010 4 The Marine Science Cluster. Career Oriental

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date 75

ote-65p.; For related documents see CE 010 407-412

Available from—Instructional Materials Labora-tory, Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 (out-of-state, \$0.60; in-

state, \$0.50)
EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Career Exploration, Grade 7,
Grade 8, Instructional Materials, Junior High Schools, Learning Activities, Manufacturing, Marine Biology, Marine Technicians, Natural Resources, *Occupational Clusters, *Occupational Information, *Oceanology,

Developed to provide seventh and eighth grade students information about careers in the marine science occupational cluster, this booklet may be used to integrate career information with various subject areas. (It is one of several student booklets developed for use in the Ohio Career Orientation Program at grades 7 and 8 to assist students in making tentative career decisions for exploration activities in grades 9 and 10.) Most of the guide is devoted to overviews of four career areas in the cluster, followed by description and discussion of several specific jobs in each area. The four areas are (1) marine transportation, (2) marine resources, (3) marine construction and manufacturing, and (4) marine used to integrate career information with various portation, (2) marine resources, (3) marine construction and manufacturing, and (4) marine research. Brief exploration activities are suggested through which students can learn more about the jobs. A chart is provided with notes on how various school subjects (home economics, English, social science, industrial arts, physical education, music, science, art, and mathematics) are related to the marine science cluster careers. A list of qualities needed for marine science careers and a list of sources for additional career information (professional associations and specific government bulletins) are included along with a vocabulary list and questions to aid stuwith a vocabulary list and questions to aid stu-dent decision making. The text is illustrated with drawings and photographs. (JT)

ED 146 337 CE 010 412 The Personal Service Cluster. Career Orientation

Ohio State Dept. of Education, Columbus. Div. of Vocational Education. Pub Date 76

ote-66p.; For related documents see CE 010 407-412

Available from—Instructional Materials Labora-tory, Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 (out-of-state, \$0.60; in-

state, \$0.50) DRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Barbers, *Career Exploration,
Cosmetologists, Grade 7, Grade 8, Hygiene, Instructional Materials, Junior High Schools,
Learning Activities, *Occupational Clusters,
*Occupational Information, *Service Occupa-

Developed to provide seventh and eighth grade students information about careers in the perin the per-this booklet sonal service occupational cluster, this booklet may be used to integrate career information with various subject areas. (It is one of several student various subject areas. (It is one of several student booklets developed for use in the Ohio Career Orientation Program at grades 7 and 8 to assist students in making tentative career decisions for exploration activities in grades 9 and 10.) Several jobs are listed with brief one- or two-sentence descriptions in each of five career areas in the cluster: (1) physical culture, (2) barbering ser-vices, (3) cosmetology services, (4) mortuary science, and (5) household pet services. A closer look at five specific careers is provided through brief case studies of one individual working in each job: veterinarian's assistant/animal techni-cian, apprentice director, electrologist/cosmetric therapist, barber, and pet shop ov Focus is on abilities, interests, and preparation, and activities for each job. Brief exploration activities are suggested through which students can learn more about the jobs. A chart is provided with notes on how various school subjects (home economics, English, social science, industrial arts, physical education, music, science, art, and mathematics) are related to the personal service cluster careers. A list of qualities needed for personal service careers and a list of sources for additional career information (professional associations and specific government bulletins) are in-cluded along with a vocabulary list. The text is illustrated with photographs. (JT)

CE 011 450

Harvey, E. B. Masemann, Vandra L. Occupational Graduates and the Labour Force. Ontario Dept. of Education, Toronto.

Note-230p.; For a related document see CE 011 451

Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage. Descriptors—Career Education, Disadvantaged Youth, *Employment Experience, Followup Studies, Graduate Surveys, Handicapped, Job Skills, Job Training, Labor Force, Learning Disabilities, Longitudinal Studies, Low Ability Students, Low Achievers, *Program Effectiveness, Program Evaluation, Secondary Education, Sex Differences, *Skill Development, Socioeconomic Influences, Socioeconomic Status, *Student Attitudes, Student Characteristics, Student Experience, Trend Analysis, *Vocational Education, Vocational Followup,

Work Experience

Identifiers—Ontario
The follow-up study of 2,101 students from occupational programs in Ontario secondary schools reported in this document is retrospective and reported in this document is retrospective and longitudinal in nature. The study was intended to ascertain the effectiveness of the occupational program in enabling graduates to secure employ-ment and to hold a job, and to assess the relation to and influences on occupational graduates of other background and school variables. The acother background and senior variation tual employment experiences of occupational graduates and the relation of their training to these experiences were studied and the effects on students just completing a two- or three-year oc-cupational program in 1973 were examined. A baseline survey was carried out concurrently with the follow-up survey, and personal interviews were conducted to supplement the results of the follow-up survey and to provide a cross-check on them. This report is organized as follows: Chapter 1 outlines the scope, objectives, and method of the study; in chapter 2 the results of the followup survey in the three areas of school, job, and background information are examined. In chapter 3 these responses are discussed with reference to patterns of variation by school variables. A more in-depth view of the world of the occupational graduate is presented in chapter 4, based on in-terviews with graduates. In chapter 5 the responses to the baseline survey are discussed, with additional reference to patterns of variation by sex. Chapter 6 discusses findings and conclusions. Apendixes contain forms and materials used in the

ED 146 339 CE 011 451 Harvey, Edward B. Masemann, Vandra L. An Evaluation of the Career Development Credit

Ontario Dept. of Education, Toronto. Pub Date 75

-236p.; For a related document see CE 011

450; Best copy available Available from—Ontario Government Books 880 Bay Street, Toronto, Ontario M7A 1L2

EDRS Price MF-\$0.83 HC-\$12.71 Plus Po

Descriptors—Career Choice, Career Education. Career Planning, Course Evaluation, *Credit Courses, Educational Research, Occupational Aspiration, *Program Effectiveness, Program Aspiration, *Program Effectiveness, Program Evaluation, Questionnaires, Secondary Education, Sex Differences, *Student Attitudes, *Student Characteristics, Student Evaluation, Student Motivation, *Teacher Attitudes, *Vocational Development, Work Experience Assessment of the Career Development Credit Course (CDCC), a career planning course, instituted in twenty-one Ontario secondary schools to prepare students for further education or for

to prepare students for further education or for the labor market is reported in this document. Data reported are based on questionnaires completed by 1,789 sample and control students who have taken the course and are still in school who have taken the course and are still in school or in the labor market, and on an in-depth interview with teachers of CDCC. Chapters are organized as follows: Chapter 1 describes the scool and objectives of the study. Chapter 2 deals with background characteristics of CDCC respondents and control respondents, and chapter 3 a discussion of the expectations, aspirations, and employment experiences of the two groups. Chapter 4 deals with information concerning students' experience with CDCC. Chapter 5 discusses the teaching and evaluation of CDCC from the teachers' point of view. Chapter 6 reports findings on male/female differences in the use of CDCC including the following: Females are more attracted to this type of course, are more highly motivated and have higher chort more highly motivated, and have higher (shortterm) aspirations than males in the course; the two predominant career paths chosen by males and females in the study deviate little from traditional ones of the past generation. Chapter 7 presents the conclusion that CDCC is fulfilling many of the purposes for which it was established both for students still in school and for those already in the labor market. Appendixes contain forms and materials used in the study. (TA)

ED 146 340 CE 011 523

Posile, Walter Heckman, Bradford
An Investigation into the Computerized Data
Bases of the Employment & Training Administration. Report on Second-Year Activities 1975-1976.

California Univ., Berkeley. Lawrence Berkeley

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.; Energy Research and Development Administration Washington, D.C.

Pub Date Jan 77

Pub Date Jan / Note—212p.; Best copy available
Available from—National Technical Information
Service, U.S. Department of Commerce, 5285
Port Royal Road, Springfield, Virginia 22161
(Printed copy \$6.72; Microfiche \$3.00)
EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Computer Storage Devices, Data Analysis, *Data Bases, Data Processing, *Electronic Data Processing, Guides, Informa-tion Processing, *Information Retrieval, Infor-mation Utilization, *Management Information Systems

Identifiers—Department of Labor, Employment and Training Administration, United States

This report reviews activities of a research pro-ject which developed tools for bridging the gap between computerized data bases (of the Depart-ment of Labor's Employment and Training Ad-ministration) and data users who have no techniministration) and data users who have no technical backgrounds. The development of RMIS (Regional Management Information System) is documented and serves to enable executives and staff officers as well as analysts to maximize the usefulness of information available through com-puters. A number of means (tools) are described to explain how several data systems are made to explain how several data systems are made available to users and how users may interact with those systems on human terms. (Working directly with the computer, users may retrieve in formation after browsing through viewing lists, analyze data by requesting charts or maps, and prepare reports by summarizing lists of relevant data. Additional tools facilitate the integration of from different computer data bases.) data from different computer data bases.)

Recommendations are presented that continued effort be expended to further develop computer-based tools which permit rapid and timely access and analysis of data. A 134-page appendix includes technical documentation of the computer tools, guide for their use, and sample reports via the interactive tools. (NR)

ED 146 341

CE 012 265

Smith, G. Rogers
Meeting Making Manual.
New Mexico Regional Medical Program, Albuquerque. Bureau No-NMRMP-TM-75-1

Pub Date 75

Note—170p. Available from—New Mexico Regional Medical Program, 2701 Frontier Place, N.E buquerque, New Mexico 87131 (\$2.25)

buquerque, New Mexico 87131 (\$2.25)
EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.
Descriptors—*Adult Education, Equipment,
Evaluation Methods, *Group Discussion,
Human Relations, Institutes (Training Programs), Manuals, *Meetings, Objectives,
*Planning, *Planning Meetings, Program
Evaluation, Resource Materials, *Teaching Techniques

Resources for planning adult education events are provided in this manual. Four major sections, with subdivisions, are presented: (1) Pre-meeting Preparation (the planning committee, goals and Preparation (the planning committee, goals and objectives, facilities and equipment, and leader-ship); (2) The Meeting (orientation and opening, working toward the objectives, people factors, and closing); (3) After the Meeting (evaluation); and (4) References and Resources (bibliography and addendum, publishers, simulations, media, personnel resources, training programs, and training centers). The first two sections, covering thods and processes for planning and conduct ing a meeting, comprise a major portion (123 pages) of the manual. (BL)

ED 146 342 CE 012 282 he Heart Saver Handbook. A Manual for Those Working for Heart Disease Prevention through

Dietary Change. hicago Heart Association, Ill.

Spons Agency—Illinois Regional Medical Program, Chicago.; National Heart and Lung Inst. (DHEW/PHS), Bethesda, Md.

Pub Date 75 Contract-72-2924-6-29-72; OG-49

ontract—12-23-20
ote—44p.
vailable from—Chicago Heart Association,
Room 1240, 20 North Wacker, Chicago, Illinois 60606 (\$2.75; complete set of slide/tape
cassettes, script, handbook, and resource Available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Posta escriptors—Community Education, *Disease Control, Foods Instruction, *Health Education, Health Guides, Hypertension, *Nutrition, Nutrition Instruction, Physical Health, Preven-Nutrition Instruction, Physical Health, Preven-tive Medicine, *Program Content, Program Descriptions, Program Development, Program Evaluation, Program Guides, *Self Care Skills, Teaching Guides, Teaching Methods Identifiers—*Heart Disease This handbook for nutritionists and dietitians as

well as other health professionals (physicians, nurses, and health educators) is a guide to the content and conduct of the Heart Saver Program, a health education program designed to help prevent heart disease by bringing about signifi-cant changes in the food habits of the public. The

cant changes in the food habits of the public. The content covers eight areas: (1) overview of heart disease prevention through dietary change, (2) goals and philosophy of the program, (3) influences on eating styles and creating the need for change; (4) content of the Heart Saver Eating Style as contained in six slide-tape units: Get Acquainted With Your Heart; The Eating Style; Making Some Changes; The Main Dish; Milk Products, Fats, and Oils; and Fruits, Vegetables, Grains, and Legumes; (5) methods, materials, ac-

Grains, and Legumes; (5) methods, materials, ac

tivities, and techniques utilized in the program, (6) basic features of a model program for com-munity education in the inner city poverty and minority areas, (7) adaptations of the program in hospital and industrial settings, and (8) methods for evaluating the program participants and the program. (EM)

ED 146 343 CE 012 393

ED 146 343

Von Molike, Konrad

Schneevoigt, Norbert

Educational Leaves for Employees. European Experience for American Consideration. A Report for the Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.

Pub Date 77

Pub Date 77

Note—278p.

Available from—Jossey-Bass, Inc., Publishers,
615 Montgomery Street, San Francisco,
California 94111 (\$12.95).

California 94111 (\$12.95)

Document Not Available from EDRS.

Descriptors—*Adult Education, Comparative Analysis, Continuous Learning, Educational Finance, *Educational Policy, *Educational Practice, Federal Legislation, *Foreign Countries, International Organizations, Labor Market, *Labor Unions, *Leave of Absence, Military Training, Personnel Policy, Socioeconomic Influences, Vocational Education Identifiers—Austria, Belgium, *Educational Australia Services (1988) Belgium, *Educational Services (1988) Belgium, *Educati

entifiers—Austria, Belgium, *Educational Leave, France, Italy, Netherlands, Norway, Sweden, United Kingdom, West Germany

Educational leave policies-paid time-off from work for educational purposes-in France, Germany, Italy, and Sweden are compared and exively analyzed, and also, to a lesser degree, tensively analyzed, and anoth to a reserve degree, the policies in Austria, Belgium, the Netherlands, Norway, and the United Kingdom. These analyses, intended to be relevant to the American scene in relation to lifelong learning, point to the development of paid educational leave programs. in Western Europe as being in the nature of a next step in the evolution of postwar labor market and social policy and not primarily as an edu-cational venture. Emphasis is on the effects of leave policies, rather than on a discussion of their provisions. Answers are provided to questions such as Who participates in leaves? How are they financed? Is training predominantly vocational? To what extent are trade unions involved? How do leaves relate to labor market needs? and What ems remain unresolved? It is noted that one of the most important conclusions-and the one most relevant to the American scene is that, in the absence of strong trade union pressure, paid educational leave programs would not have been adopted in Western Europe. Major chapter headings follow: What Is Educational Leave?; The European Debate on Educational Leave? France: Germanu: Sweden: Itahu Austria: Belei France; Germany; Sweden; Italy; Austria; Belgi-um; the Netherlands, Norway, and the United Kingdom; and Problems in Education! Leave Policies. (SW)

ED 146 344 CE 012 461

McNatt, Dorothy Ellen Criteria for Assessing Content Validity of Cooperative Education Courses in Post-Seconda-ry Business Programs. Pub Date 76

Pub Date 76
Note—110p.; Master's Thesis, Nova University
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—Accreditation (Institutions),
*Business Education, *Cooperative Education,
*Course Content, *Course Evaluation Educational Objectives, *Evaluation Criteria,
Guidelines, Higher Education, Post Secondary
Education, State Standards, Student Development Surveys Validity ment, Surveys, Validity Identifiers—Texas

Major questions addressed in this study were (1) What is the educative purpose of cooperative education (CE) courses in postsecondary business programs? and (2) What are the essential objecprograms? and (2) What are the essential objectives which will receive appropriate recognition and accreditation from the educational and accrediting community? A survey instrument con-taining sixteen philosophical statements concern-ing cooperative education course content was ing cooperative education course content was designed, refined, validated, and sent to ten ad-ministrators of business programs in senior col-leges and universities and to all consultants in two state accrediting agencies. Respondents rank ordered the sixteen statements. The highest ranked statements emphasized career exploration, career growth, and awareness of societal relationships. These were combined with other research

factors to produce twenty guidelines for developing and assessing cooperative education course content in postsecondary business programs. Guidelines can be applied to the statements in a CE course syllabus or document, the course description in a college catalog, the procedural outlines in the CE handbook, requirements in the outlines in the CE handbook, requirements in the learning contract or training plan, and the stipulations in the employer agreement. Recommendations included these: that a proposed implementation procedure for credentialing and fur poses be written and that techniques be developed for bringing employing organizations and educational institutions closer together. (BL)

ED 146 345 08 CE 012 497

Kelley, Catherine H.

The Development of Individualized Supportive Services for Physically and Sensorially Limited Adults at a Post-Secondary Area Vocational School. Final Report. January 1975-June 1977.

McLennan Community Coll., Tex.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.: Texas Education Agency. Austin. Div. of

D.C.; Texas Education Agency, Austin. Div. of Occupational Research and Development. Pub Date Jun 77

Note-270p.; For a related document see ED 116 759. Appendix O (twenty-six pages) may not reproduce well due to faint, blurred type EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Adult Students, *Ancillary Services, *Architectural Barriers, Area Vocational vices, *Architectural Barriers, Area Vocational Schools, Building Design, Counseling Services, *Handicapped Students, Higher Education, Individualized Instruction, Neurologically Handicapped, Orthopedically Handicapped, Physically Handicapped, Post Secondary Education, *Program Development, *Special Programs, Student Adjustment, Student Needs, Student Problems, Tutoring, Visually Handicapped, Vocational Education cational Education

A project was conducted to develop and implement a coordinated program of supportive services for the physically and sensorially limited adult at the postsecondary level. Phase I consisted of removing architectural barriers, establishing an advisory committee, staffing the project, preparing the budget, and purchasing needed equipment. During Phase II the clientele were identified, services were established and offered, and recruitment and publicity tools were developed. Phase III included special programs, e.g., an awareness week to sensitize the campus and community populations to the problems and needs of the handicapped. The major portion of the source of the handcapped. The major portion of this document is comprised of appended material, some of which are a bibliography; "Support Services for the Physically Limited Handbook," which provides a detailed description of the services offered; description of phase I activities; evaluation and certification procedures for new construction; proposal for removing architectural construction; proposal for removing architectural barriers in parking places; advisory committee members; procedures for support services for the physically handicapped; proposed budget; equipment inventory and description of students served; and papers on college for the physically handicapped, tutorial techniques for the blind, and developing study skills. (EM)

ED 146 346 CE 012 502 Kempton, Robert F. And Others
Specifications and Model Format for the Curriculum Products.

Evaluation Systems, Inc., Amherst, Mass.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Note-44p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Curriculum Design, *Curriculum Development, Curriculum Planning, Guides, Instructional Design, *Instructional Systems, Material Development, *Models, Program Evaluation, *Systems Development

Evaluation, "Systems Development This instructional systems planning guide presents specific criteria for developing a complete instructional program, as well as a method for designing the program. Chapter 1 presents an overview of curriculum development. Chapter 2 provides a brief description of each major activity in the process of curriculum development, which includes conducting a feasibility study and a task analysis: developing meability study and a task analysis; developing mea-surable objectives, criteria instruments and learner activity materials; validating individual modules, implementing and testing the system; and conducting a followup on completers. Each major activity is presented in the following forit: purpose, activities, product, and discu Chapter 3 presents the operational process of developing curriculum. A flowchart is first developing curriculum. A flowchart is first presented, followed by a series of activities listed for the accomplishment of each step in the process. A cover sheet for personnel assignment and delineation of job parameters is also pro-vided. In chapter 4 a suggested format for the final curriculum product is outlined in ten sections. A glossary of concepts and terms as-sociated with an instructional systems develop-ment approach concludes the guide. (BL)

ED 146 347 CE 012 550 Nanara, James L. Strate, James W. You Can. North Dakota's Adult Education Com-

munity Relations.

Spons Agency—North Dakota State Dept. of Public Instruction, Bismarck. Dept. of Adult Education.

Pub Date [77]

Pub Date 1: "Note—123p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrator Guides, "Adult Education Programs, "Community Relations, Mass Media, "Publicize, Radio, Resource Materials, Speech Communication, Television, Visual Speech Communication, Aids

This community relations packet provides in-formation and materials to help both new and ex-perienced adult education directors and teachers build effective community relations for their adult build effective community relations for their adult education program. The content, in seven brief sections, (1) covers the goals of a community relations program, the community relations process, the benefits of advanced planning, and objectives for a community relations calendar; (2) presents a one-year calendar of events; (3) discusses effective use of newspapers in publiciz-ing programs and includes a sample news release; (4) covers brochures, fliers, and posters and in-(4) covers brochures, fliers, and posters and in-(4) covers brochures, fliers, and posters and includes some facts about the printing process, specific details on economizing, and several posters and charts for promotional use; (5) discusses radio and television publicity and includes sample radio and television messages; (6) discusses the preparation of a promotional speech and includes a sample speech; and (7) suggests recoile and organizations that should receive people and organizations that should receive promotional letters and includes seven sample let-ters. A list of references is attached. (EM)

ED 146 348 CE 012 551 ED 140 340 Richardson, William B. McFadden, Joan R. Employment Patterns and Earnings of Secondary School Vocational Education Graduates. RCU Technical Report Series Number One.

Purdue Univ., Lafayette, Ind. Dept. of Education. Spons Agency—Indiana State Board of Voca-tional and Technical Education, Indianapolis. Bureau No-47-73-C

Pub Date Mar 77

Note-40p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Ote—step.

DRS Price MF-\$0.83 HC-\$2.06 Plus Prosage.
escriptors—*Employment Patterns, Employment Potential, *High School Graduates, Job
Market, Labor Market, *Occupational Surveys,
*Program Effectiveness, Program Evaluation,
Relevance (Education), Secondary Education,
*Surveys, *Vocational Education, State Surveys, *Vocation *Vocational Followup, Wages

Identifiers-Indiana

Objectives of a study to provide empirical evidence of the effectiveness of vocational education training were (1) to identify the type of employment engaged in by graduates of secondary vocational programs initially, six months, and one year after graduation, and determine if this employment was related to the individuals' vocaployment was related to the individuals voca-tional training, (2) to identify starting salaries and patterns of earnings of the graduates and com-pare salaries of those employed in areas for which they were trained with those in other areas, and (3) to determine relationships between areas, and (3) to determine relationships between employment patterns and vocational program type. A follow-up instrument was mailed to 1,000 students randomly selected from a sample of 25 Indiana schools. Usable return rate was 68%. Findings revealed that 76% of the graduates sought full-time employment, that more than 50% secured employment in the area for which they were trained, and that the majority had held two full-time iobs or less with two months being the full-time jobs or less with two months being the average time taken to enter the labor market. Wages ranged from \$2.41 to \$3.45 per hour.

Earnings data did not support a premise that sig-nificantly higher earnings result when graduates are employed in the area for which they are trained, but it is suggested that earning dif-ferentials between vocational and nonvocational graduates be examined to determine if vocational training increases potential for earnings. Sample letters and the survey instrument are appended.

ED 146 349

ED 146 349 CE 012 581
Everly, Al And Others
Drafting, Competency Based Curriculum.
West Virginia State Vocational Curriculum Lab.,
Cedar Lakes.
Spons Agency—West Virginia State Dept. of
Education, Charleston. Bureau of Vocational,
Technical, and Adult Education. Pub Date Aug 77

Note—414p.; Several illustrations may not reproduce well due to faint, broken type EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

DRS Trick MF 20.5 HC-322.09 Files Forage.
escriptors—Architectural Drafting, *Behavioral
Objectives, Curriculum Guides, *Drafting, Engineering Drawing, Engineering Graphics,
*Learning Activities, *Performance Based Education, Technical Illustration, Unit Plan

This competency based drafting curriculum is presented in seven specialization sections with units in each section containing a competency statement, performance objective, learning activi-ties, evaluation, and quiz or problem sheets. Some units also contain answer sheets and/or handout sheets. Sections and number of units presented are (1) basic drafting--19 units; (2) technical illustration-13 units; (3) architectural drafting—13 units; (4) piping—4 units; (5) electric drafting—10 units; (6) jigs and fixtures—6 units; and (7) heating and air conditioning—7 units. Illustrations are provided throughout the guide.

ED 146 350

Lawson, Dorothy M. McDonald, Dorothea V.
Career Exploration Occupational Information for
the Junior High/Middle School. A Planning
Curriculum Guide.

Curriculum Guide.

Eastern Illinois Univ., Charleston.

Spons Agency—Illinois State Office of Education,
Springfield. Div. of Adult Vocational and
Technical Education.

Pub Date 77

Note—420p.
EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Aericultural Occupations. Descriptors—Agricultural Occupations,
*Bibliographies, Business, Career Education. *Bibliographies, Business, Career Education, *Career Exploration, Community Involvement, *Curriculum Development, Curriculum Guides, Fused Curriculum, Group Activities, Health Occupations, Intermediate Grades, Junior High Schools, *Learning Activities, Managerial Oc-cupations, Middle Schools, *Occupational Clusters, Occupational Information, *Program Development, Public Service Occupations, Staff Resource Materials, Service Occupations, Staff Resource Materials, Service Occupations, Staff Resource Materials, Service Occupations, Staff Role, Teaching Guides, Unit Plan, Vocational

Development
Materials contained in this guide are designed onsucrous contained in this guide are designed to be used in planning a comprehensive career education program and for developing individual career education units for grades 6-9. Section 1 is the planning guide and contains strategies for organizing, planning, and implementing a program, developing a program, the planning guide and contains strategies for organizing, planning, and implementing a program, developing staff inservice, conducting a needs assessment, identifying resources, and preparing a resource center. There are also suggestions for involving the community, parents, and students in the planning and implementation process, and tips for conducting field trips and interviews. Section 2 provides curriculum guides for five selected occupational cluster units: applied biological and agricultural occupations; business, marketing, and management occupations; business, marketing, and management occupations: health biological and agricultural occupations; business, marketing, and management occupations; health occupations; industrial oriented occupations; and personal and public service occupations. Each unit provides a preface containing background information, and outlines subject matter area relationships, career development focus, occupational titles, teaching strategies, introductory activities, and individual and/or small group activities in which the student gathers information relevant to the occupations and refines the career development concepts. (The units are not lesson plans but they do contain the elements necessary to but they do contain the elements necessary to develop lesson plans appropriate to individual classes.) Section 3 provides a bibliography of resources appropriate for development of a career exploration curriculum, including books, audio-visuals, pamphlets, and sources of free and inexpensive materials. (TA)

ED 146 351

CE 012 599

Carney, Richard W.
The SI Metric System and Practical Applications.
Rutgers, The State Univ., New Brunswick, N.J.
Curriculum Lab.

Spons Agency—New Jersey State Dept. of Edu-cation, Trenton. Div. of Vocational Education. Pub Date Jul 77

Note—127p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$3.00 plus postage)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
Descriptors—"Concept Formation, Definitions, Instructional Materials, Junior Colleges, Manuals, Mathematical Concepts, "Mathematics Education, Mathematics Materials, Measurement, "Metric System, Secondary Education, Secondary School Mathematics, Units of Study

Units of Study
Intended for use in the technical program of a
technical institute or community college, this student manual is designed to provide background in
the metric system contributing to employability.
Nine units are presented with objectives stated
for each unit followed by questions or exercises.
(Printed answers are supplied when necessary. (Printed answers are supplied when necessary Unit 1 introduces metric definitions, a rationa Unit 1 introduces metric definitions, a rationale for the change to metrics, and the basic mathematical units used. Unit 2 presents the use of prefixes and symbols, and explains spellings and the writing of numbers in the metric system. Units 3 through 9 present lessons on temperature (kelvin and Celsium scales), linear measure (kilometre, metre, decimetre, centimetre, and millimetre), building technology (metric tools and millimetre), building technology (metric tools and standards), area (square kilometre, square metre, square decimetre, square centimetre and square millimetre), volume (cubic metre, cubic decimetre, cubic centimetre), mass or weight (kilogram), and tire pressure, speed, and hor-sepower (kilopascal, kilometre per hour, and kilowatt). (BL)

ED 146 352

CE 012 610

Robinson, Ola Lee W.
CE 012 610
Cothing and Textiles Resource Unit. Sewing on Knits.

Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Educa-tion, Columbia. Home Economics Education

Pub Date 76

Note-35p.; For related documents see ED 090 407-408

Available from—Clemson University, Vocational Education Media Center, 10 Tillman Hall, Clemson, South Carolina 29631 (\$1.00) EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Behavioral Objectives, Curriculum Guides, Home Economics, *Learning Activities, Resource Units, Secondary Education, *Sewing Instruction, *Textiles Instruction, Unit Discourage Control of the Cont

This resource unit was designed to help secon-dary education home economics teachers plan dary education home economics teachers plan student learning experiences pertaining to sewing on knits. The unit covers four principle topics and includes, for each topic an overall objective, behavioral objective, learning and/or evaluation experience(s) for students, and teaching resource(s), e.g., books, pamphlets, charts, leaflets, equipment, and supplies. The four topics covered are (1) selection and care of knit fabrics; (2) selection of resterns supportive fabrics and (2) selection of patterns, supportive fabrics, and notions; (3) preparation for knit construction; and (4) construction of simple garments. A list of the teaching resources concludes this unit. (EM)

ED 146 353

CE 012 611

Barnett, Ruby S.
Housing and Home Furnishings Resource Unit.
Landscaping the Homegrounds.
Clemson Univ., S.C. Vocational Education Media

Center.; South Carolina State Dept. of Educa-tion, Columbia. Home Economics Education Section. Pub Date 76

Note-31p.; For a related document see ED 090 401

vailable from—Clemson University, Vocational Education Media Center, 10 Tillman Hall, Clemson, South Carolina 29631 (\$1.00)

EDRS Price MF-90.83 Plus Postage. HC Not Available from EDRS. Descriptors—*Behavioral Objectives, Curriculum Guides, Family Environment, Home Economics, Home Furnishings, *Landscaping, *Learning Activities, Ornamental Horticulture, Resource Units, Secondary Education, Unit

ntifiers-South Carolina

Hanis resource unit, a supplement to the housing and home furnishings curriculum guide (see related note), was designed to help secondary education home economics teachers plan student learning experiences pertaining to the landscaping of a family's home grounds. The unit contains one page for each of nine principle topics, with each topic including a corresponding overall objective, behavioral objective, learning and/or evaluation experience(s) for students, and teaching resource(s), e.g., people, field trips, books, periodicals, pamphlets, and audio-visual materials. The nine topics covered are (1) landscaping, (2) landscaping needs, (3) drawing materials, (4) design principles, (5) relating elements of design to the landscape plan, (6) landscaping accessories, (7) plants adaptable to South Carolina, (8) lawn grasses, and (9) maintenance. A list of the teaching resources concludes this unit. (EM) unit. (EM)

ED 146 354

CE 012 612

Gaint, Suru
Foods and Nutrition Resource Unit. Entertaining.
Clemson Univ., S.C. Vocational Education Media
Center.; South Carolina State Dept. of Education, Columbia. Home Economi

-32p.; For a related document see ED 090 403

Available from—Clemson University, Vocational Education Media Center, 10 Tillman Hall, Clemson, South Carolina 29631 (\$1.00)
EDRS Price MF-\$0.83 Plus Pestage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Curriculum Guides, *Foods Instruction, Home Economics, Homemaking Education, *Homemaking Skills, *Learning Activities, *Nutrition Instruction, Resource Units, Secondary Education, Unit Plan

Identifiers-*Hospitality Education

rian

Identifiers—*Hospitality Education

This resource unit, a supplement to the foods and nutrition cur-iculum guide (see related note), was designed to help secondary education home economics teachers provide students with additional food study and plan for learning experiences in the art of entertaining. The unit covers four principle topics regarding the art of entertaining in a variety of social functions and includes for each topic an overall objective, behavioral objective, learning and/or evaluation experience(s) for students, and teaching resource(s), e.g., people, demonstrations, books, pamphlets, periodicals, and audio-visual materials. The four topics covered are (1) identifying the principles of entertaining, (2) managing resources when entertaining, (3) planning party time and special meals, and (4) planning environment and table appointment. A list of the teaching resources concludes this unit. (EM)

ED 146 355

ED 146 355 CE 012 709 Rogers, E. Lloyd
Insurance. School Business Management Hand
book No. 2. Revised.

book No. 2. Revised. New York State Education Dept., Albany. Div. of Educational Management Services.

Pub Date 77
Note—140p.
EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
Descriptors—Administrator Guides, Financial Policy, Fire Insurance, Guides, Health Insurance, *Insurance Programs, Junior High Schools, Middle Schools, Money Management, *Program Administration, *Public Schools, *School Personnel, *School Policy, School Safety, Secondary Schools, *Students, Unemployment Insurance

Safety, Secondary Schools, "Students, Olishing ployment Insurance To provide a practical tool for school insurance management, information concerning various types of insurance coverage and the policy forms used is provided in this handbook. Using a question and answer format the material is presented in eight chapters covering the following areas: (1) insurance on real and personal property; (2) liability insurance; (3) fidelity and surety bonds; (4) special multi-peril policies; (5) pupil

accident insurance; (6) workmen's compensation and employers' liability insurance; (7) group in-surance on school district employees; and (8) ad-ministrative aspects of the school insurance pro-gram (provides information as to where a specific coverage, or policy, fits into the overall insurance program). A glossary of insurance terms are ap-pended, and a detailed index concludes the hand-

ED 146 356 08 CE 012 723

ED 146 356

OB CE 012 723

Wray, Ralph D. Hayden, Margaret B.

Home Furnishings Merchandising, A Suggested Interdisciplinary Guide.

Illinois State Univ., Normal.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Spring-field. Div. of Adult Vocational and Technical Education Education

Pub Date [76]

-125p.; For a related document see CE 012

Note—125p.; For a related document see CE 012
724; Best copy available
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—*Behavioral Objectives, Business
Education, Career Ladders, Curriculum
Guides, *Home Furnishings, Interdisciplinary
Approach, Job Application, Job Skills,
*Learning Activities, Management, Marketing,
*Merchandising, Occupational Home
Economics, *Resource Materials, Senior High
Schools, *Skill Development
This curriculum guide contains three sections:

This curriculum guide contains three sections: introduction, curriculum material, and an annotated bibliography. Introductory information provides an overview of the home furnishings provides an overview of the home furnishings merchandising area, aptitudes needed, and career opportunities; discusses potential career ladders, which are divided into entry level, middle management, and executive level positions; and describes four interdisciplinary approaches, or or-ganizational patterns, which suggest options for the implementation of an interdisciplinary curriculum for the program areas of marketing and distribution, and home economics and related oc-cupations. The curriculum material covers three cupations. The curriculum material covers three broad areas, each consisting of from eleven to seventeen mini-units. Titles of the three areas and sample mini-unit headings follow: General Focuses (career preparation, resume/data sheet, interviewing, human relations); Marketing (sales, operating the cash register, merchandise matheoperating the cash register, merchandise matter matters, shoplifting prevention, advertising, dis-play); and Merchandise Focuses (identification of furniture styles, upholstered furnishings construc-tion, wood finishes, design and arrangement, color coordination, window treatments). Each mini-unit includes a focus heading, behavioral objective, learning activities, and competencies to be developed. The annotated bibliography lists approximately one hundred instructional materials available (free or at cost) from federal agencies, state education agencies, bu publishers, and consumer agencies. (SH)

ED 146 357 08 CE 012 724 Wray, Ralph D. Hayden, Margaret B.
Clothing/Apparet and Accessories Merchandising.
A Suggested Interdisciplinary Guide.

A Suggested Interdisciplinary Guide.

Illinois State Univ., Normal.

Illinois State Univ., Normal.

Illinois State Univ., Normal.

Adult Education (DHEW/OE), Washington,

D.C.; Illinois State Office of Education, Spring
field. Div. of Adult Vocational and Technical Education

Note-143p.; For a related document see CE 012

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postaj EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage. Descriptors—*Behavioral Objectives, Business Education, Career Ladders, Curriculum Guides, *Fashion Industry, Interdisciplinary Approach, Job Skills, *Learning Activities, Management, Marketing, *Merchandising, Oc-cupational Home Economics, *Resource Materials, Senior High Schools, *Skill Develop-

ment
This curriculum guide contains three sections:
introduction, curriculum material, and an annotated bibliography. Introductory information
provides an overview of the clothing/apparel and
accessories merchandising area, aptitudes needed,
and career opportunities; discusses potential
career ladders, which are divided into entry level,
middle measurement; and executive level posiindex properties of the control of the middle management, and executive level posi-tions; and describes four interdisciplinary ap-proaches, or organizational patterns, which sug-gest options for the implementation of an interdisciplinary curriculum for the program areas of marketing and distribution, and home economics and related occupations. The curriculum material in this guide covers three broad areas, each consisting of from one to twenty-nine mini-units. Ti-tles of the three areas and sample mini-unit headings follow: General Focuses (human relations); Marketing Focuses (store location, store layout, sales, sale transaction, merchandising layout, sales, sale transaction, merchandising mathematics, buying, advertising); and Merchandise Focuses (comparison shopping, federal laws and regulations, determining customer need, merchandise information, merchandise product knowledge, fashion show). Each mini-unit includes a focus heading, behavioral objective, learning activities, and competencies to be developed. The annotated bibliography lists approximately one hundred instructional materials (free or at cost) from federal aespecies, state edu-(free or at cost) from federal agencies, state edu-cation agencies, businesses, publishers, and con-sumer agencies. (SH)

ED 146 358

Pathfinder: Project in Experience Based Career Education. First Interim Report.
Watertown Independent School District 1, S.

Spons Agency—Office of Education (DHEW), Washington, D.C. Report No—1-46-600-1273-A1 Bureau No—502AH60061

Pub Date 31 Aug 77 Grant-G08-76-00114

Note-86p.; Parts of appendixes may reproduce

EDRS Price MF-\$0.83 HC-\$4.67 Plus Pe

Descriptors—Adult Dropouts, *Adult Vocational Education, Basic Skills, *Career Education, Career Planning, Consumer Education, Demonstration Projects, Individualized Programs, Occupational Choice, Occupational Clusters, Program Development, Self Concept, Self Evalua-tion, Skill Development, *Vocational Develop-ment, *Work Experience Programs, *Young

Identifiers-South Dakota (Watertown)

Objectives of the Watertown, South Dakota, exemplary experienced based career education project are to involve the community in the educational process of participants, who will be aided
(1) in improving their self-concept, their relationships with others, and their basic skills; (2) in eliminating sex role stereotyping; (3) in un-derstanding job clusters and families; and (4) in developing expertise in consumerism. The project serves a cross section of persons at least sixteen years of age and not enrolled in high school. Each student's program is individualized, designed to provide community based career edu-cation experiences, personal assessment, and assistance in strengthening basic and life skills. Fifty-nine students of diverse ages, ethnic, social, and educational backgrounds, abilities, and motivations were provided experiences at the project site, in the Lake Area Vocational Technical cal Institute, and in the community. The evalua-tion findings suggest a well-developed, meaningful program for the participating students. The first project year was one of forming policies and acquiring and developing instructional resources to meet the needs of students in accordance with the stated objectives. The project has the flexibility to meet the needs of adults in work exploration, guidance and counseling, and in basic edu-cational skills. (BL)

ED 146 359 CE 012 875

Altschuld, James W. Terry, Terese
Youth Training Programs in Ohio's Community
Action Agencies. A Case Study. Ohio State Univ., Columbus. Center for Voca-

tional Education. Spons Agency—Ohio State Dept. of Econom and Community Development, Columbus. Pub Date Apr 77

Note-79p.; For a related document see CE 012

Available from-Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Action Programs (Community), Agency Role, Case Studies, Communication Problems, Community Action, *Community Agencies (Public), Counselor Training, *Disadvantaged Youth, Federal Programs, *Job Training, Out of School Youth, Post Secondary Education, *Program Effectiveness, Secondary

Education, State Surveys, Youth Agencies,

Education, State Surveys, Youth Agencies, Youth Programs Identifiers—Comprehensive Employment and Training Act, Job Corps, *Ohio
This report presents a case study of programs that provide either formal or informal training for economically disadvantaged youth from fourteen to twenty-one years of age at six community action agencies in the state of Ohio. The following programs involving the six agencies were examined: inschool public sector programs funded by the Comprehensive Employment Training Act (CETA); out-of-school public and private sector programs funded by the Community Services Administration; and the Department of Labor's Job Corps program. Data colmunity Services Administration; and the Department of Labor's Job Corps program. Data collected through two sets of on-site interviews with agency administrators, job counselors, job supervisors, and program participants is summarized and presented in table and narrative form in terms of strengths and weaknesses inherent in the agencies and programs. Focus is on four facets of service and program operation, context identifiagencies and programs. Focus is on four facets of agency and program operation: context, identification, intervention, and evaluation. Recommendations grouped according to the four facets are presented and include improving communication between agencies and strengthening the counseling functions in agency programs. Appendixes include description of methodological factors that were considered prior to implementing the study, and complete sets of interview schedules. A companion volume of innovative programs ideas with panion volume of innovative program ideas from the study is available separately. (BL)

ED 146 360 CE 012 879 National Apprenticeship and Training Standards for Bricklaying. Revised.

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.

Pub Date 77

Pub Date 77
Note—46p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Admission Criteria, Affirmative Action, "Apprenticeships, "Bricklaying, Labor Legislation, "Labor Standards, Labor Unions, Local Unions, "Occupational Information, Program Administration, Program Development, "Skilled Occupations, Trade and Industrial Education, Vocational Education, Work Experience Programs

perience Programs
Developed as a guide for local joint apprenticeship and training committees in establishing local
bricklaying apprenticeship programs, this booklet
represents the sixth revision of the national aprepresents the sixth revision of the national apprenticeship and training standards for bricklaying apprenticeship. (The standards were prepared and approved by the National Joint Bricklaying Apprenticeship and Training Committee representing the International Bricklayers and Allied Craftsmen, the Mason Contractors Association of America, and the A sociated General Contractors of America, in sociated General Contractors of America, in cooperation with the Bureau of Apprenticeship and Training, U.S. Department of Labor.) Examples of the thirty-one provisions of standards included are the following: Duties of the National Joint Committee, Composition of the Local Joint Committee, Composition of the Local Joint Committee, Qualifications of Apprenticeship Applicants, Federal Laws and Regulations Affecting the Employment of Apprentices, Selection of Apprentices, Credit for Previous Experience, Training Program for Cleaner, Pointer, and Caulker Apprentices, Certification of Completion, Safety, and Supervision Appended are a model affirma-Apprentices, Certification of Completion, Salety, and Supervision. Appended are a model affirmative action program and listings of Bureau of Apprenticeship and Training regional offices and state and territorial apprenticeship agencies.

ED 146 361 08 CE 012 957 Hoyt, Kenneth

areer Education and the Business-Labor-Indus-try Community. Monographs on Career Educa-tion. Office of Career Education (DHEW/OE), Washington, D.C. Pub Date 76

Note—27p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (\$0.45, minimum charge \$1.00 for each mail order)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Responsibility, *Career

Descriptors—Business Responsibility, *Career Education, *Change Strategies, Cooperative Education, Cooperative Planning, Cooperative Programs, Definitions, Educational Change,

*Educational Objectives, Interinstitutional Cooperation, *School Community Cooperation, *School Industry Relationship, Skill Development, *Vocational Development, Work Ex-

ment, "Vocational Development, work Experience
Three Office of Career Education papers, specifically prepared for presentation to conferences of business-labor-industry persons are provided in this monograph, to clarify the roles and responsibilities, as well as advantages, of involvement in career education. The papers are titled the following: (1) The Linkage of Education with the World of Work and Career Development. which discusses work and careers, societal ment, which discusses work and careers, societal needs and career development, and work values; (2) Career Education and the Business-Labor-Industry Community, which outlines the basic na-ture, goals, and methodology of career education and the role business-labor-industry community would play in career education; (3) Career Education's Potential for Increasing Productivity, which presents eleven current conditions calling for educational reform, suggests ways in which these conditions can be said to have contributed to lack of productivity, and briefly outlines cor-rective measures called for by career education.

ED 146 362 CE 013 040

Hoyt, Kenneth B.
Refining the Career Education Concept: Part II.
Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C. Pub Date 77

Note-37p.; For a related document see ED 132 Available from-Superintendent of Documents,

U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01739-3) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Career Education, *Community

EDRS Price MF-50.53 HC-52.06 Prus rostage.

Descriptors—*Career Education, *Community
Colleges, Community Role, *Employment,
*Job Training, Manpower Development,
*Policy Formation, *Program Development,
Public Policy, Skill Development, Social
Values, Work Attitudes

Four concept papers prepared by the director of the Office of Career Education, U.S. Office of Education, during 1976-77 are presented in this monograph. "Career Education and Manpower Training" presents a treatment of jobs versus work, specific vocational skills versus adaptability skills, paid employment versus productive use of leisure time, community authority versus commu-nity responsibility, and adjusting to society versus adjusting society. The second paper, "Basic Issues in Implementation of Career Education," deals in Implementation of Career Education," deals with implementation issues in infusion and in collaboration. "The Human Side of Work," presents a study of the meaning of "work"—what it is, what it is not, and the difficulties encountered with the definition of "work." The fourth paper, "Career Education in the Community College. An Evolving Concept," deals with the role of community colleges in career education, and the basic elements of career education in community college settings. (BL) college settings. (BL)

ED 146 363 95

ED 140-303

Vetter, Louise Stockburger, David W.

Career Patterns of a National Sample of Women.
Research and Development Series No. 95 (Reissue). Final Report.

Ohio State Univ., Columbus. Center for Vocasinal Education

tional Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Bureau No—7-0158

Bub Des 2 tional Education

Pub Date 77

Contract—NE-C-00-3-0079 Grant—OEG-3-7-000158-2037

Note—110p.
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage. EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—Adults, Blacks, *Careers, Caucasians, *Employment Patterns, Family Characteristics, *Females, Individual Differences, Labor Force, Labor Force Nonparticipants, Marital Status, National Surveys, Racial Diferences, Social Science Research, *Socioeconomic Influences, Tables (Data), Theories, *Vocational Development, Work Attitudes, Work Experience, *Working Women Identifiers—Super (Donald E), United States Findines of a study are reported that annied

Findings of a study are reported that applied two career pattern systems for women to histori-cal data collected in 1967 on a national sample

of 4,996 black and white women ages 30-34. Information was provided on (1) the proportion of women who can be classified into each career women who can be classified that the pattern in the system(s), and (2) relationships of career development variables to the career patterns. The first career pattern system was based terns. The first career pattern system was based on the milestones of leaving school, marriage, and the acquisition of the first child, with the intensity of work between these milestones in terms of the percentage of time spent in the labor force taken into account. The second set of carer patterns was based on Donald Super's system of career patterns. Both career pattern systems were analyzed separately for black and white women. Means, standard deviations, and correlations were calculated for each career pattern in both systems for career development variables, including edu-cation, relative desirability of occupational assign-ment, age at milestones, proportion of time spent in the labor force, income, family related variables, and attitudes toward work. In this report, detailed findings are reported on career development variables, and five areas of implications of the data are presented: career patterns, career development, number of children, base data, and obtactional implications. educational implications. (TA)

ED 146 364 CE 013 081

Legacy, James And Others

A Model for Assessing Employment Needs in Agribusiness Firms. Final Report.

Purdue Univ., Lafayette, Ind. Dept. of Education.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis. -13-76-C-9

Pub Date Jul 77

Note—185p.; Best copy available EDRS Price MF-\$0.83 HC-\$10.03 Plus Post

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage. Descriptors—*Agricultural Occupations, Agricultural Educa-tion, *Agricultural Occupations, Agricultural Personnel, Agricultural Supply Occupations, Agricultural Technicians, Employment Oppor-tunities, *Employment Projections, *Models, *Needs Assessment, Off Farm Agricultural Oc-cupations, Program Planning, Secondary Education, Vocational Agriculture Identifiers—*Indiana

Identifiers-*Indiana

Activities are reviewed of a project to provide planning information for high school vocational agriculture programs in Indiana and to develop a procedural model for conducting employment needs assessments in agriculture. An introductory needs assessments in agriculture. An introductory chapter presents the purpose, the objectives of the needs assessment, and the rationale for developing the model. Development of the procedural model is described in chapter 2, and the specific results of the model tests are presented along with a listing of its critical aspects. Major findings presented are the following: (1) The procedural model based upon a random sample of agribusinesses did provide access to agribusiness employment data and (2) model validation tests indicated that the stratification procedures used did contribute to the selection of procedures used did contribute to the selection of a representative random sample of agribusines ter 3 reports the agribusiness employment Chapter 3 reports the agriculture program areas.

Results portray anticipated employment hiring in each of the nonfarm business areas of agriculture each of the nontam business areas of agriculture. Recommendations for planning Indiana vocational programs presented in chapter 4 include major program emphasis on preparation of workers for production agriculture, agricultural supplies and services, agricultural mechanics, agricultural products, and ornamental horticulture. Appendixes contain a list of agribusinesses by Stan-dard Industrial Classification code and survey questionnaires and letters used in the project.

ED 146 365 CE 013 092 Chadwin, Mark Lincoln And Others The Employment Service: An Institution sis. R & D Monograph 51.
Urban Inst., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date 77 Contract-DL-20-11-76-10

Note—225p.
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (Stock Number 029-000-00296-7)

D.C. 20402 (Stock Number 029-000-00296-7) EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.
Descriptors—Administrative Agencies, Administrative Organization, "Agencies, Community Agencies (Public), "Employment Services, Federal Government, Interagency Cooperation,

*Interagency Coordination, *Organizational Effectiveness, *Performance Factors, Program Effectiveness, *Program Evaluation, Research, State Agencies Identifiers—United States

Identifiers—United States

A study investigating institutional factors affecting the performance of the employment service (ES) focused on (1) organizational characteristics conducive to high performance in state ES agencies and their local operations and (2) the external linkages of the ES with state and local politics, other agencies, and the U.S. Department of Labor (DOL). Field interviews were conducted in nine state employment security conducted in nine state employment security agencies (SESAs), five regional offices, and the U.S. Employment Service. The major findings were (1) SESAs with high performance tended to differ systematically in their organizational structures and style from SESAs with low performance, (2) SESAs differed in their adap tormance, (2) SESAS differed in their adaptive-ness to change and their receptivity to federal assistance, (3) the generally low performance of ES offices in urban areas seemed due in part to organizational factors, (4) SESA linkages to state level politics and other agencies were a secondary but important influence on ES operations, (5) SESA linkages to local level politics and other agencies were another secondary but important agencies were another secondary but important influence on ES performance, (6) the U.S. Employment Service has limited ability to guide and assist SESAs, and (7) political constraints and policy issues at the national level must be dealt with if the amplement service is with if the employment service is to improve. (This report includes recommendations for each of the major findings and an appendix containing supplementary information on the study's methodology and on the account executive, a proposed ES staff position.) (EM)

ED 146 366 CE 013 094

Even, Mary Jane
A New Instructional Design Development Process for Instructors of Adults.

Note—19p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Po

Descriptors—Adult Education, Adult Students,
*Course Evaluation, *Course Organization,
*Curriculum Planning, Educational Objectives,
Effective Teaching, *Instructional Design,
Learning Activities, *Models, Student Teacher
Relationship
In this agence.

In this paper, a model for the instructional design development process is presented, provid-ing the instructor of adults with a set of specific uestions in five process steps to be answered in equence prior to entering the classroom. Each of the five steps, in outline form, includes brief explanatory paragraphs and, in some instances, reference citations. The steps, which vary from reference citations. The steps, which vary from two to four pages in length are (1) organizing course related information, processes, and procedures, (2) developing processes for needs assessment and objective formulation, (3) developing the learning experiences and making the instruction plan, (4) analyzing the instruc-tional plan and planning for contingencies in car-rying out the learning experience, and (5) planning to conduct evaluation during and after the learning experience. (EM)

ED 146 367 08 CE 013 113 Final RCA Staff Development Consulting Report for the D. C. Career Development Center: 08 Phase Three. District of Columbia Public Schools, Washington,

D.C.; Radio Corp. of America, Dallas, Tex. **Education Services.**

Education Services.

Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 3 Oct 74
Contract—0370-AA-NS-N-5-6A

Note-122p.; For a related document see ED 124

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage. EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—Behavioral Objectives, Career Education, *Curriculum Development, *Inservice Teacher Education, *Instructional Materials, Material Development, Models, *Performance Based Education, Post Secondary Education, Secondary Education, Secondary Education, Secondary Education, *Teacher Improvement, *Teacher Workshops Third, and final, in a series of two-week workshops designed to teach the techniques of developing competency-based curriculum materials, the obase III workshop had two major thrusts:

als, the phase III workshop had two major thrusts: to assess the quality of curriculum materials previously developed and to determine in what

areas of curriculum development the workshop participants needed professional assistance. Workshop objectives were established through Workshop objectives were established through participant questionnaires, assessment activities, and review of the format for learning activities established during the phase II workshop. The format for assessment instruments developed during phase II was deemed acceptable with a few minor changes. Emphasis was placed on participants learning to write terminal performance objectives, learning activities, and criterion-referenced tests or assessment instruments. The bulk of the report consists of appendixes containing materials developed in the workshops: appendix A: behavioral objective, learning activity, and assessment instrument handouts and checklists; appendix B: programmed learning activities and validating performance objectives); appendix and validating performance objectives); appendix C: principles of writing learning activities; appendix D: types of assessment procedures and criterion assessment; appendix E: recommended format for learning packages; and appendix F: ten learning packet samples, two each in five areas: advertising art, architectural drawing, literary arts, photography, and printing. (BL)

ED 146 368 CE 013 177

Lewis, James P. And Others
A Preliminary Survey of the Postsecondary Educational Status of Physically Disabled Adults.
Pennsylvania State Dept. of Education, Harrisburg. Pub Date Aug 77

Pub Date Aug.
Note—42p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Access to Education, *Adults,
*Ancillary Services, *Architectural Barriers,
Assistance Educational *Ancillary Services, *Architectural Barriers, Educational Attitudes, Educational Background, *Educational Needs, Educational Opportunities, Educational Planning, Educational Problems, Employment Experience, Institutional Facilities, Needs Assessment, Physical Design Needs, *Physically Handicapped, *Post Secondary Education, State Surveys, Statewide Planning, Student Attitudes, Student Needs

Identifiers-Pennsylvania

A state-wide survey was conducted in Pennsylvania to assess the postsecondary educational status of physically disabled adults. It focused on seven questions: (1) What is their educational status? (2) What are their postsecondary educa-tional objectives? (3) What is their employment status? (4) What architectural conditions are status? (4) What architectural conditions are available to help them pursue postsecondary educational training? (5) What special supportive services are needed to help them pursue post-secondary education/training? (6) How many of them live on campus while attending class? and (7) Are guidance and counseling services available to them? Data was obtained from 1,081 ble to them? Data was obtained from 1,081 respondents to a questionnaire which was mailed to 3,078 physically disabled adults in the state. The findings were these: (1) Thirty-three percent attended college, trade, or business school full or part time; (2) of the forty-four percent who never attended, about half would like to attend; (3) thirty-seven percent were unemployed; (4) architectural conditions and the availability of supportive services were rated low by the responsupportive services were rated low by the respondents; (5) about half lived on campus while attending class; and (6) career information, job placement services, and educational aid and aptitude testing were available to the majority. (This report concludes with several recommenda-tions pertaining to architectural conditions, sup-portive services, vocational training, chronic unemployment, and special services. The questionnaire is appended.) (EM)

ED 146 369 08 CE 013 193

Ammerman, Harry L. Pratzner, Frank C.
Performance Content for Job Training, Volume 1.
Introduction. Research and Development Series No. 121.

Ohio State Univ., Columbus. Center for Voca-

tional Education.
cons Agency—National Inst. of Education
(DHEW), Washington, D.C. Education and Work Group. Pub Date Mar 77

Contract-NE-C-00-3-0078

ote-43p.; For related documents see CE 013

Available from-Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 121, \$3.25; Set RD 121-125, with case, \$23.50) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Guides, Curriculum,
Curriculum Development, *Curriculum escriptors—Administrator Guides, Curriculum Curriculum Development, "Curriculum Planning, Guides, Job Analysis, Job Skills, "Job Training, "Labor Market, "Occupational Sur-veys, Performance Criteria, Post Secondary Education, Program Development, Program Ef-fectiveness, Secondary Education, Surveys, "Systems Approach, Task Analysis, "Task Per-formance, Vocational Education

This volume is the first of five volumes describ in a systematic approach for constructing task inventories, surveying the task performance of occupations, and analyzing survey data to determine the appropriate performance content for job training. (The approach, referred to as the task survey process, is designed to be of value to both occupational curriculum personnel and those peroccupational curriculum personnel and those per-sons concerned with noncurriculum issues of oc-cupational description and updating of job con-tent information.) This introductory volume is in-tended for agency and institutional management personnel. It provides an overview of the task survey and selection system, its rationale, and tested effectiveness. Four major sections are in-cluded: Introductory Overview of the Curriculum Content. Perspective Systems. Best ground and Pe-Content Derivation System; Background and Rationale (curriculum-product or process, present focus on curriculum planning, and systematic processes for identifying curriculum content); Ex-panded Overview of the Task Survey Process; and Putting the Process into Action: Implementa-tion Considerations. A glossary and references are appended. (SH)

ED 146 370 08 CE 013 194

ED 140 570

Ammenman, Harry L.

Performance Content for Job Training, Volume 2.

Stating the Tasks of the Job. Research and Development Series No. 122.

Ohio State Univ., Columbus. Center for Voca-

tional Education.

ons Agency-National Inst. of Education (DHEW), Washington, D.C. Education and Work Group. Pub Date Mar 77

Contract-NE-C-00-3-0078

ote-70p.; For related documents see CE 013

Available from-Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio (RD 122, \$5.10; Set RD 121-125, with case, \$23.50) EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

EDRS Price MF-\$0.80 mc
Development,
Cuidelines, Guides, *Job Skills, Job Training,
Labor Market, *Occupational Information, OcLabor Market, *Performance Criteria,

*Performance Evaluational Evaluations of the Company Surveys, *Performance Evaluations of the Company Evaluation cupational Surveys, *Performance Criter Post Secondary Education, *Program Evaluation tion, Secondary Education, Systems Approach, *Task Performance, Vocational Education,

Designed to be of value to both occupational curriculum personnel and those persons concerned with noncurriculum issues of occupational description and updating of job content informa-tion, this volume is the second of a five-volume set describing a systematic approach for con-structing task inventories, surveying the task performance of occupations, and analyzing survey data to determine the appropriate performance content for job training. This volume guides the user through an explicit set of procedural steps user through an explicit set of procedural steps for developing comprehensive lists of task state-ments pertaining to the work done in a particular occupation, function, or cluster of related occu-pations. In sections 1 and 2, the user is in-troduced to the nature and characteristics of a task statement. Various problems likely to be encountered when constructing such statements of work activity are also discussed in section 2. Adwork activity are also discussed in section 2. Ad-ditional procedural steps for the reviewing, editpilot testing of task statements prior to their subsequent use in occupational surv questionnaires are described in section 3. (SH)

08 Ammerman, Harry L.
Performance Content for Job Training. Volume 3.

Identifying Relevant Job Performance. Research and Development Series No. 123. Ohio State Univ., Columbus. Center for Voca-

tional Education.
cons Agency—National Inst. of Education
(DHEW), Washington, D.C. Education and

Work Group. Pub Date Mar 77 Contract-NE-C-00-3-0078

Note-90p.; For related documents see CE 013 193-197

Available from—Center for Vocational Educations, Ohio State University, 1960 Kenny Road, Columbus, Ohio (RD 123, \$6.25; Set RD 121-125, with case, \$23.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Curriculum Development, *Data Available from-Center for Vocational Education

escriptors—Curriculum Development, *Data Processing, Design, Guides, *Job Skills, Job Training, Labor Market, *Occupational Surveys, Performance Criteria, Post Secondary Education, *Questionnaires, Secondary Education, *Questionnaires, Secondary Education, *Questionnaires, Secondary Educa-tion, Systems Approach, *Task Performance, *Test Construction, Testing, Test Results, Vocational Education

This volume is the third of five volumes This volume is the third of tive volumes describing a systematic approach for constructing task inventories, surveying the task performance of occupations, and analyzing survey data to determine the appropriate performance content for job training. (The approach, referred to as the task survey process, is designed to be of value to both occupational curriculum personnel and those persons concerned with poncurriculum is. those persons concerned with noncurriculum issues of occupational description and updating of job content information.) This volume, through an explicit set of procedural steps, describes the design, administration, and analysis of questionnaire surveys of occupational performance (surveys which describe the extent to which task activities are part of the job expectancies of wor-kers in a particular occupation or function). Four activities (presented in separate sections) are in-cluded: planning survey design and analysis, ad-ministering questionnaire to worker and supervisors, processing survey data, and reporting the survey results. (SH)

ED 146 372 ED 146 372 08 CE 013 196 Ammerman, Harry L. Essex, Duane W. Performance Content for Job Training. Volume 4.

Deriving Performance Requirements for Train-ing, Research and Development Series No. 124. Ohio State Univ., Columbus. Center for Vocational Education

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Education and

Work Group. Pub Date Mar 77 Contract-NE-C-00-3-0078

Note—92p.; For related documents see CE 013 193-197; Some pages may be marginally legi-ble due to small type

ble due to small type
Available from—Center for Vocational Education
Publications, Ohio State University, 1960
Kenny Road, Columbus, Ohio (RD 124, \$5.50;
Set RD 121-125, with case, \$23.50)
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum, Curriculum Development, *Data Processing, Guides, *Job Skills, *Job Training, Labor Mar-ket, *Occupational Information, *Performance Criteria, Post Secondary Education, Secondary Education, Systems Approach, Vocational Edu-

Designed to be of value to both occupational curriculum personnel and those persons con-cerned with noncurriculum issues of occupational description and updating of job content information, this volume is the fourth of a five-volume set describing a systematic approach for constructing task inventories, surveying the task performance of occupations, and analyzing survey data to determine the appropriate performance content for job training. Expanding upon the volume 3 (CE 013 195) procedures for conducting an occupational survey of task performance, this companion volume adds additional elements this companion volume acus acustomas crements to produce an information base for use in making certain decisions about curriculum content. Procedures are focused on pre-employment preparation, serving to prepare an individual for employment in a particular occupation. In additional content of the procedure is a particular occupation. tion to supplementing volume 3, this volume is tion to supplementing volume 3, this volume is also designed for use by curriculum developers in deriving or verifying the appropriate task content of training programs. Descriptions of four activi-ties (presented in separate sections) are included: planning survey design and analysis, processing survey data, stating the terminal performance ob-jectives (TPOs), and considering the possible uses of TPOs. Possible task-training questions, an em-ployer expectation questionnaire, and an example of a summary of training need for 150 tasks rele-vant to general secretaries are appended. (SH)

CE 013 197 ED 146 373

Performance Content for Job Training, Volume 5.
Processing Survey Data: Technical Appendices.
Research and Development Series No. 125.
Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Pub Date Mar 77
Contract—NE-C-00-3-0078

Contract—NEZ-003-9U/S
Note—90p.; For related documents see CE 013
193-197; Some parts may be marginally legible
due to print quality of original
Available from—Center for Vocational Education
Publications, Ohio State University, 1960
Kenny Road, Columbus, Ohio (RD 125, \$5.50;
Set RD 121-125, with case, \$23.50)
EDRS Price MF-90.83 HC-\$4.67 Plus Postage.

Set RD 121-123, with case, \$23.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Computer Programs, *Data Analysis, *Data Processing, Guides, Job Skills, *Dot Training, *Occupational Information, Occupational Surveys, *Performance Criteria, Post Secondary Education, Secondary Education, Systems Approach, Vocational Education This volume is the last of five volumes describing a systematic approach for constructing task inventories, surveying the task performance of occupations, and analyzing survey data to determine the appropriate performance content for job training. (The approach, referred to as the task survey process, is designed to be of value to both occupational curriculum personnel and those persons concerned with noncurriculum issues of occupational description and updating of job content information.) This volume includes two sections. Section I describes a computer program that can be used to process occupational survey data. The second section summarizes the results of analyses that entered into the determination. data. The second section summarizes the results of analyses that entered into the determination of to the task selection process of volume 4 (CE 013 196), covering performance requirements for training. This section is included to explain how and why the selection procedures of volume 4 were determined. (SH)

ED 146 374 CE 013 200

Nollen, Stanley D. And Others
Permanent Part Time Employment: The

Manager's Perspective.
Georgetown Univ., Washington, D.C. School of
Business Administration.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Report No—DLMA-21-11-75-16

Pub Date May 77 Grant-DL-21-11-75-16

Note-122p.

Available from-National Technical Information

Available from—National Technical Information Service, Springfield, Virginia 22151
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—Blue Collar Occupations, Business, Clerical Occupations, *Employer Relationship, *Employer Employer Relationship, *Employment Opportunities, Employment Paterns, Employment Potential, *Employment Practices, Employment Problems, *Manpower Utilization, Occupational Surveys, *Part Time Jobs, Working Hours
Identifiers—United States
An exploratory, study attempted (1) to learn

An exploratory study attempted (1) to learn why some employers use permanent part time employment and others do not, (2) to suggest what the benefits and costs of part-time employment are, and (3) to describe which work settings are well-suited to part time employment and which are not. Data were obtained from personal which are not. Data were obtained from personal interviews and mail questionnaires from sixtyeight private sector employers, both users and nonusers of permanent part-time employment. The occupations of workers studied were mainly clerical, operative, and laborer. The findings are that (1) the economic benefits and costs of part-time employment are not large and not central to the employers' decisions to use it, (2) employers do not have neiorative views about centraling work. do not have pejorative views about part-time wor-kers but do see them as different from full-time workers, (3) the nature of the employer's business (work technology) strongly affects the usage of part-time employment, and (4) some dimen-sions of organizational climate distinguish users from nonusers. The findings indicate that the decision to use part-time employment is prompted by a scheduling problem and imple-mentation depends on several factors, e.g., work technology, labor market conditions, and labor

union influence. (The report includes thirty-one tables, ten charts, an appendix containing the interview and mail questionnaires and a bibliography.) (Author/EM)

ED 146 375 CE 013 211

Lambrecht, Judith J.
Evaluation of First-Year Shorthand Achievement.
Final Report.
Minnesota Univ., Minneapolis. Div. of Business
Education.

pons Agency—Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education. ub Date Sep 77 ote—201p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Po

escriptors— Academic Achievement, Compara-tive Analysis, High School Students, Low Ability Students, Methods, Methods Research, Abbity Students, "Metrous, metrous research, office Occupations Education, Secondary Education, Senior High Schools, "Skill Development, "Stenography, Student Attitudes entiflers—Century 21 Shorthand, Forkner Shorthand, Gregg Shorthand
Equipment autroness of a study of students

ment, "Stemography, Student Attitudes Identifiers—Century 21 Shorthand, Forkner Shorthand, Gregg Shorthand
Four main purposes of a study of students learning three shorthand systems were to determine if first-year students achieved minimum shorthand goals, to compare dictation achievements of students learning different shorthand methods for the possible selection of one system over another for certain groups of students, to gain further insight into factors related to different types of shorthand achievement, and to determine students' attitudes about learning shorthand and if those attitudes changed as the year progressed. Related research was reviewed and pretest, shorthand attitude, and shorthand achievement data were collected from 1,317 beginning shorthand students in 20 area high schools teaching Gregg, Forkner, or Century 21 shorthand. Seventy-three percent of the students completed the work and tests showed that the majority of the time Forkner shorthand students achieved the highest accuracy and transcription rate scores. Most students agreed that shorthand was easy to learn, but Forkner and Century 21 students agreed more strongly with this statement. However, one year of shorthand was not considered sufficient for high school students to develop minimal shorthand skills regardless of the system since no student could produce a mailable letter at 80 words per minute dictation. Recommendations included offering Forkner shorthand to students for at least one year, additional counseling for low aptitude students, and spending classroom time to discuss career opportunities, as well as personal use applications, for persons with shorthand skill. (BL)

ED 146 376 CE 013 234 Prager, Audrey Goldberg, Judith National Program for Selected Population Seg-ments. Project Summaries. Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Report No—AAI-77-62

Pub Date Jul 77

Pub Date Jul 77
Contract—DL-20-25-77-20
Note—117p.
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—"Abstracts, "Demonstration Projects, "Disadvantaged Groups, "Employment Programs, Employment Services, Federal Programs, Females, Handicapped, Job Training, "Minority Groups, Older Adults, Program Descriptions, Rural Population, Youth Identifiers—Comprehensive Employment and Training Act, Exoffenders, "National Program for Selected Population Segments, United States Intended to serve as a sourcehook for price.

States
Intended to serve as a sourcebook for prime sponsors, this report summarizes the first phase of a project to analyze and document the activities of the National Program for Selected Population Segments (NPSPS). NPSPS was funded under the Comprehensive Employment and Training Act (CETA) to provide employment and training services to special population groups, e.g., women, youth, rural workers. The content is in three sections and provides a preliminary summary of the program goals, project types, and project activities. Section I describes the NPSPS program with regard to its legislative authority, project selection procedures, programmatic intent, project goals, strategies and organizational structures, project services, and client eligibility and recruitment. Section 2 describes the types of projects

currently serving each selected population seg-ment. Section 3 comprises the bulk of this report and presents project-by-project information in a concise one-page abstract which includes prime sponsor, project title, contact person, project description, major goals and objectives, organiza-tion administering the project, staffing budget, recruitment process and client profile, activities, outcome to-date, progress and problems, replica-tion issues, documentation available, and duration of grant. These abstracts include twenty-six women projects, twenty-one handicapped pro-jects, sixteen youth projects, seven ex-offender projects, and three other types of projects. (EM)

ED 146 377 CF 013 236

David, Robert L. Adult Higher Education: Thinking the Unthinka-

Pub Date Apr 77

Pub Date Apr 77

Note—21p.; Speech presented at the Adult Continuing Higher Education Conference, Region V, Appalachian State University (Boone, North Carolina, April 21-22, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Adult Education, Adult Education Programs, Adult Students, *Adult Vocational Education, Educational Alternatives, Educational Finance, *Educational Problems, Financial Problems, Futures (of Society), *Higher Education, *Industrial Education, Industrial Training Industry, *Relevance (Education, Industrial Training Industry, *Relevance (Education) Training, Industry, *Relevance (Education), Student College Relationship, Student Needs, Student Problems, Student Reaction, Universi-

ties

The threats to adult higher education are rapidly becoming significant educational and social problems. To date, the hope of adult educators to become equal participants with other university divisions in higher education has not been realized. Simultaneous expansion and dilution of adult higher education have caused adult student demands for educational equality and cost sharing. In addition to student demands, a growing threat to adult higher education is the potential of being taken over by large corporations. Corporate interest in education comes at a time when universities find that their financial support is dwindling and that their major sources time when universities find that their financial support is dwindling and that their major sources of support (government and business) are attempting to "decollegize" American society. Universities have responded by making education more relevant by offering vocational education and thus competing with the vocational programs of their major benefactors (corporate giants). Besides all the disadvantages universities have in this competition, they are moving away from their marketable commodity of academic credentials toward vocational ones. It is conceivable that universities might suffer if they became subsidiaries of large corporations by emphasizing vocational education. The loss of academic emphasis could have such a negative effect on the development of people's social consciousness as to be tragic. (EM)

ED 146 378 CE 013 238

CE 013 238

McCormick, Ernest J. And Others

Job-Derived Selection: Follow Up Report. Technical Report No. 4.

Purdue Research Foundation, Lafayette, Ind.

Spons Agency—Office of Naval Research,

Washington, D.C. Psychological Sciences Div.

Report No—4

Pub Date May 27

Pub Date May 77 Contract—N00014-76-C-0274

Note-72p.; For a related document see ED 137

504
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—"Aptitude Tests, "Occupational Tests, Performance Tests, Predictive Ability (Testing), Testing, Test Reliability, Test Results, "Test Validity, Vocational Aptitude Identifiers—"General Aptitude Test Battery, "Position Analysis Questionnaire
A study dealt with the use of the Position Analysis Ouestionnaire (PAO) within a job com-

A study dealt with the use of the Position Analysis Questionnaire (PAQ) within a job component validity framework as the basis for estimating aptitude requirements of jobs represented by scores on commercially available tests as contrasted with scores on General Aptitude Test Battery (GATB) tests. Procedures generally consisted of the use of job dimension scores based on previous principal components analyses of the PAQ as the predictors of four types of test-related criteria, as follows: the mean test scores of incumbents on the individual jobs; the score one

standard deviation below the mean of the incumbents on the individual jobs; validity coefficients; and an indication as to whether the test would be valid. Analyses were carried out for five constructs (general intelligence, verbal aptitude, numerical aptitude, spatial aptitude, and clerical perception) using all four criteria for those jobs for which adequate test data and PAQ analyses were available. In summary: (1) Previous research with the use of the PAQ as the basis for establishing aptitude requirements has dealt exclusively with test data from the GATB tests, but (2) the results of this study indicate clearly that (2) the results of this study indicate clearly that such data can also be used in establishing ap-titude requirements in terms of commercial tests that presumably measure the same constructs.

ED 146 379 CE 013 250 08 BD 140 5/9
DISCOVER: A Computer-Based Career Guidance
& Counselor-Administrative Support System.
Final Report. 1 September 1976-30 June 1977.
Illinois State Office of Education, Springfield.
Div. of Vocational and Technical Education.;

Office of Education (DHEW), Washington, D.C.

Note—150p.; For related documents see CE 013 251 and ED 136 055; Best copy available EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Career Education, Computer Assisted Instruction, *Computer Oriented Programs, Counselor Role, *Decision Making, Elementary Secondary Education, Guidance Services, Information Dissemination, *Information Systems Lestricion Systems Systems, Instructional Systems, Learning Modules, *Occupational Guidance, *Program Administration, Program Descriptions, Program Development, *Program Effectiveness, Program Evaluation, Vocational Counseling Identifiers—DISCOVER

Activities of the Project DISCOVER team during the ten-month period from September 1, 1975 through June 30, 1976 are summarized in this report. (DISCOVER is a computer-based this report. (DISCOVER is a computer-based career guidance system under development since September 1972.) The major section reviews progress in meeting each of the following four objectives during the funding period, and where appropriate, discusses the problems encountered and relates future plans: (1) to complete the programming of all remaining modules of the grades 7-12 system, including all administrative and counselor-support functions, (2) to field test the total grades 7-12 guidance system in two sites in Maryland, (3) to revise the system in design, scriptine, and/or programming as needed as a scripting, and/or programming as needed as a result of the findings of the field trial, and (4) to develop and implement a dissemination strategy, including description of the formation of the DISCOVER Foundation, Inc. Appendixes, comprising the major portion of the document, contain the following materials: design of counselor-designations. administrative support system, documents related to the field trial, documents related to formation of the DISCOVER Foundation, Inc., and publicity materials. (TA)

CE 013 251

Bowlsbey, Johnn H. And Others
DISCOVER: A Computer-Based Career Guidance
& Counselor-Administrative Support System. Field Trial Report.
DISCOVER Foundation, Inc., Westminster, Md.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.; International Business Machines Corp., Poughkeepsie, N.Y.; Office of Education (DHEW), Washington, D.C.
Pub Date 76

Pub Date 76

Note—80p.; For related documents see CE 013
250 and ED 136 055; best copy available

EDRS Price 250, 383 HC \$4.67 Plus Postage.

Descriptors—Attitudes, Career Education, Computer Oriented

Programs, Decision Making, Elementary Secondary Education, Guidance Services,

"Information Systems, "Occupational
Guidance, Parent Attitudes, "Program Effectiveness, Program Evaluation, Questionnaires,
Student Attitudes, "Vocational Development Identifiers—DISCOVER

A comprehensive report of the last six weeks of

A comprehensive report of the last six weeks of a three-month field trial of DISCOVER, con-ducted in one junior high and one senior high school in Baltimore, Maryland, and interpretation of the collected data are provided in this report. (DISCOVER, the product of four years of development, 1972-76, is a computer-based guidance system which includes twelve modules of interactive content.) Evaluative findings cover the assessment of student and parent reactions to DISCOVER and the effects of the use of DISCOVER on student using the first state of the content of the DISCOVER and the effects of the use of DISCOVER on students, using the Assessment of Career Development (ACD) and the Career Development Inventory (CDI) instruments, four questionnaires, and one interview schedule. Some of the major findings presented follow: (1) Students seemed to have moved toward an increased specification of their educational plans as a result of using DISCOVER received. of using DISCOVER; (2) DISCOVER received a favorable overall response from of using DISCOVER; (2) DISCOVER received a favorable overall response from both students and parents; and (3) no significant differences between the experimental and control groups for either high school or junior high school students on any of the scales of the ACD or CDI were found. Discussion of results also includes generalizable findings regarding the computer-assisted delivery system. Appendixes comprise approximately one-half of the document and include a descriptive brochure, student questionnaires, interview questions, cover letter and questionnaire sent to parents, and tabulated response data for questionnaires. (TA)

ED 146 381 Handbook for Cooperative Vocational Education Illinois.

Northern Illinois Univ., De Kalb.
Spons Agency—Illinois State Office of Education,
Springfield.
Pub Date [77]

-154p.; For a related document see CE 013 267; Some parts of appendixes may reproduce poorly due to small type EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Cooperative Education, Cooperative Programs, Curriculum Development, Educational Objectives, Federal Legislation, Instructional Design, Instructor Coordinators, Interagency Cooperation, Labor Legislation,
Needs Assessment, *Program Coordination,
Program, Descriptions, Program, Development reeds Assessment, *Program Coordination, Program Descriptions, Program Development, Program Evaluation, *Program Planning, Public Relations, Records (Forms), *School Industry Relationship, Secondary Education, *Site Selection, State Legislation, *Teacher Role, Teaching Skills, *Vocational Education entifiers—Illinois

Suggestions for this handbook were gathered from teacher-coordinators and administrators of cooperative vocational education in the state of Illinois and from publications depicting exemplary practices in other states. It is designed for use by both administrators and teacher-coordinators and is structured around the most commonly asked questions regarding cooperative vocational educa-tion. Titles of the eight chapters included and the tion. Titles of the eight chapters included and the major subjects covered in each chapter follow: Overview of Cooperative Vocational Education (types of cooperative education reimburseable plans in Illinois, quality components of cooperative vocational education, advantages and limiting factors, problems facing curriculum developers); Teacher-Coordinator Tasks and Recommended Time Table; Determining Need for Cooperative Vocational Education (student needs, employer interest, Comprehensive Employment Training Act); Planning for Cooperative Vocational Education (local plan, step-by-step planning guide for new vocational programs, developing the curriculum, student needs, community needs); The Training Station (selection of training stations, learning at training stations, state and federal regulations, cooperation with other agencies); The In-School Instruction Plan (what to teach, planning and sequencing instruction, sources of planning and sequencing instruction, sources of instructional materials, vocational student or-ganizations); Public Relations (the process, target audiences, methods of communication, faculty personnel interrelationships); and Staff, Facilities, and Evaluation. A glossary of key terms and thir-ty-one forms commonly used in cooperative voca-tional education in secondary schools in Illinois are appended. (SH)

ED 146 382 CE 013 267 Annotated Bibliography of Instructional Materials in Cooperative Vocational Education.

Northern Illinois Univ., De Kalb.

Spons Agency—Illinois State Office of Education, Springfield.

Pub Date [77]

Note-155p.; For a related document see CE 013 EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

escriptors—Agricultural Education, *Annotated Bibliographies, Audiovisual Aids, Business Edu-cation, Career Choice, *Cooperative Educa-tion, *Health Occupations Education, *Instructional Materials, Occupational Home Economics, Secondary, Education, Secondary, Se

*Instructional Materials, Occupational Home Economics, Secondary Education, Special Pro-grams, Study Guides, Teaching Guides, Voca-tional Development, *Vocational Education Identifiers—Illinois Five-hundred thirty-six materials selected from over seven hundred publishers of various types of instructional media are included in this annotated bibliography, which was prepared to assist instructional media are included in this annotated bibliography, which was prepared to assist teacher-coordinators in cooperative vocational education in selecting, utilizing, and recommend-ing the purchase of instructional materials. The choice of materials, the annotations, and the ratings are those of ten experienced local teacher-coordinators in all of the Illinois vocational education programs using the cooperative tional education programs using the cooperative method. Annotations are separated into ten areas, with each area assigned code letters reflecting the area. (An explanation of the coding is provided in introductory information.) Each annotation in-cludes the following information (where applica-ble): title, publisher, area of relevance, type of media, cost, cost rating (low, below average, average, high), learning effectiveness, subject content, comment, code for occupational or pro-gram area, pages, copyright, and reading level. Publishers' addresses are appended. (SH)

CE 013 275

Banta, Trudy

Tennessee Career Education Needs Assessment.

Tennessee Univ., Knoxville. Coll. of Education.

Spons Agency—Tennessee State Dept. of Education.

Nashville. Pub Date Apr 77

Note—88p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrator Attitudes, "Career Education, Educational Assessment, "Educational Needs, Educational Research, "Program Effectiveness, Program Evaluation, "Program Improvement, Public Opinion, "State Programs, State Surveys, Teacher Attitudes Identifiers—"Tennessee

A statewide career education needs as A statewide career education needs assessment was done in Tennessee by surveying all superintendents and samples of principals, teachers, and community leaders. State employment security data and Career Maturity Inventory (CMI) scores for a sample of the state's ninth graders were secondary information sources. The primary conclusion was that the idea of utilizing career education as a motivational device to increase the relevance of academic content for students and relevance of academic content for students and to prepare youth for a smoother transition from school to work has broad appeal throughout the state. Survey respondents indicated that the chief obstacle to the implementation of career educa-tion programs was the lack of funds, which resulted in limited staff training in career education and lack of curriculum materials. The recommendations made by the respondents focused on provision of state funding for (1) dissemination of information about existing career education materials, and purchase by school systems of some of these materials; and (2) personnel to spend time in the field organizing staff training in the use of career education materials and techniques. (Author/EM)

ED 146 384 CE 013 282 System of Planned Activities in Career Education.
Program Design for Central Mon*gemery Coun-

ty, Pennsylvania.
Colonial School District, Plymouth Meeting, Pa.;
Norristown Area School District, Pa.; Upper
Merion Area School District, King of Prussia,

Spons Agency—Pennsylvania State Dept. of Edu-cation, Harrisburg. Pub Date Jul 77

Note-58p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Posts

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Area Vocational Schools, Career Awareness, Career Choice, *Career Education, Career Exploration, Career Planning, Cooperative Planning, County Programs, *Curriculum Development, Demonstration Projects, *Educational Development, Educational Innovation, Elementary Secondary Education, Interagency Cooperation, *Models, *Program Planning, Regional Planning, Relevance (Education), School Districts, Systems Development, Vocational Development Planning, Regional Planning, Re (Education), School Districts, Development, Vocational Development

Identifiers—Pennsylvania (Montgomery County)
The System of Planned Activities in Career
Education (SPACE) project was undertaken (1)
to create a meaningful, cooperative effort
between the area vocational technical school and
the sending schools for the purpose of expanding
career education to meet the needs of all children
and (2) to establish a system to serve as a model
for implementing career education into the exist. and (2) to establish a system to serve as a model for implementing career education into the exist-ing curricula. SPACE is designed to assist each local educational agency (LEA) in developing a comprehensive instructional system to facilitate career development for all students without the massive infusion of new funds. In serving as a model for school districts, the SPACE program provides guidelines in adopting five models: (1) Conceptual Model (continuous program appraisal provices guidelines in adopting rive modes: (1) Conceptual Model (continuous program appraisal and adjustment), (2) Comprehensive K-12 Model (school-based model sequenced in three phases), (3) Educational Model (conceptual framework (3) Educational Model (conceptual tramework for developing sets of learning experiences), (4) Curriculum Implementation Model (simplified systems for program delivery), and (5) Model for Career Development Learning Units (triad approach). (This report includes figure representations of the finemental content of the finemental co tions of the five models as well as a m child development; evaluation questions; plans of project activities for five years and one year; position descriptions for a district director of career education, a district management team, and a career education specialist; and a glossary of terms.) (EM)

ED 146 385 CE 013 303 Carsello, C. J.

ofessional Information on Career Guidance. An Annotated Bibliography for Counselors and Teachers.

Pub Date 77

Note—25p.; Best copy available EDRS Price MF-\$0.83 HC-\$1.67 Plus Postag

Descriptors— Annotated Bibliographies, Career Choice, Career Planning, Educational Resources, Elementary Secondary Education, *Occupational Guidance, Post Secondary Edu-cation, Resource Guides, *Vocational Counsel-ing, Vocational Development

This selected annotated bibliography was prepared for the use of teachers, counselors, and other educators interested in career counseling for grades K-college as well as adults wishing to make mid-career changes. The entrees are divided into six sections varying in length (from two to eight pages) as follows: (1) sixty-six books including annotated bibliographies on career opportunities for women, college graduates, and professionals in education; guides to standardized pation-related professional organizations; work-books; lesson plans; curriculum guides; and program development information; (2) twenty-one periodical articles including some program descriptions and some on studies and projects regarding the implementation of career education, career education models, and program evalua-tion; (3) eighteen pamphlets and monographs including a guide book for counselors, annotated bibliographies on educational and vocational ce and women's careers, research reports gardance and women is careers, research reports of the American College Testing Program (ACT), and career guidance materials; (4) thirteen audiovisuals including instructional material guides, tapes, filmstrips, and films; (5) sixteen miscellaneous citations of curriculum guides, resource guides, instructional kits, newsletters and bulletins on job opportunities, guides for counselors and teachers, and resource materials; and (6) thirty-cight supplementary materials (not annotated) including articles and publications on research, career education, career guidance, staff develop-ment, and available resources. (EM)

Project. Final Report.

Elko County School District. Career Awarene
Project. Final Report.

Elko County School District, Nev.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No-V361009L Pub Date Mar 75 Grant-OEG-0-73-2915

Note—233p.; Best copy available EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, Curriculum Guides, Elementary Secondary Education, Ex-ceptional Persons, Films, Learning Activities,

Program Descriptions, *Program Development, Program Evaluation, Resource Guides Identifiers—Nevada (Elko County)

A project was undertaken (1) to develop and inplement a program at the elementary school level (K-6) that would increase the career awareness of students and (2) to improve the guidance and counseling services at all grade levels. To achieve the goals, the following strategy was developed: develop a curriculum for a career awareness program in three selected pilot elementary schools which enrolled 1,374 students and fifty teachers, conduct inservice training for and trity teachers, conduct inservice training for the teachers to enable them to implement the program, and establish a career guidance commit-tee to develop a career guidance component for all grades. The project resulted in the successful implementation of the career awareness program at the elementary school level, the provision of inservice training to the teachers, the establishinservice training to the teachers, the establishment of a career center to provide support to staff and students, and the development of two products, Course of Study and Curriculum Guide. (The appendix, comprising most of the report, contains the Course of Study and Curriculum Guide. The course of study includes separate career awareness units for K-6, Educable Mentally Retarded (EMR), Art, Music, and Special Education (Grades 7, 8, and 9). The Curriculum Guide consists of supplementary teaching materials. Guide consists of supplementary teaching materials and lesson plans for use with sixty-eight career awareness films on different occupations. (EM)

ED 146 387 CE 013 324

Hamilton, James A. G.
An Assessment of Illinois Area Vocational Centers,

University Consultants, Inc., Cambridge, Mass. Spons Agency—Illinois State Advisory Council on Vocational Education, Springfield. Pub Date Jun 76

Note—115p.

Available from—University Consultants, Inc., 45

Hancock Street, Cambridge, Massachusetts 02139 (\$10.00)

02139 (\$10.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Policy, *Area Vocational Schools, Educational Administration, *Educational Assessment, Educational Finance, Educational Policy, Financial Policy, Local Government, *Needs Assessment, Policy, Local Government, *State Aid, State Government, State Legislation, *State Programs, State Standards, *Vocational Education, *Vocational Training Centers

Education, *Vocal Identifiers—*Illinois Identities—fullmoss

This 1976 study presents an update of a 1971
assessment of Illinois Area Vocational Centers
(AVCs). The following topics are discussed in
sections of this report: (1) methodology of the
study which included meetings with an advisory
comprises of AVC directors interviews at each sections of this report: (1) methodology of the study which included meetings with an advisory committee of AVC directors, interviews at each of twenty-nine operating AVCs, distribution of 2,000 of eleven different types, gathering of data from state sources and interviews, and interviews of AVC authorities in five other states; (2) histo-ry, analysis, and future expectations of state ad-ministrative policy regarding AVCs; (3) descrip-tion of factors which have led to the diverse edu-cational capabilities and financial situations of capabilities and financial situation AVCs; (4) conclusions drawn from data gathered for the study including those relating to state and local funding policies, state laws and guidelines, AVC administration and organization, other providers of vocational education, meeting power needs, other secondary vocational institu-tions, and general policies; and (5) recommenda-tions directed to state and local authorities based on the conclusions. Numerous figures and tables of statistical data are interspersed throughout the report. (BL)

ED 146 388

Comprehensive Employment and Training Act.
Review and Oversight. Part I: Background and
First Year Results. Part II: Public Policy Issues.
Employment and Training Administration (DOL),
Washington, D.C.
Pub Date 5 Dec 75
Note—82n.

Note-82p. EDRS Price MF-\$0.83 HC-\$4.67 Plus Post

Descriptors—Employment Programs, Employment Services, Federal Legislation, Federal Programs, Federal State Relationship, Job Development, *Job Training, *Manpower Development, *Program Development, *Program Development, *Program Effectiveness, *Public Policy, State Federal Aid, Work Experience Programs

Identifiers-*Comprehensive Employment and Training Act

This report reviews the establishment and early performance of the comprehensive manpower system established by the Comprehensive Employment and Training Act (CETA). The report is divided into two major sections. Part 1 ex-amines the background and first year results of the CETA program. The legislative and program-matic antecedents to CETA are sketched for the years 1961 to 1973. Program results are then identified from initial implementation and the first year of operation under the following trist year of operation under the following headings: implementation, planning councils, ser-vice deliverers, distribution of resources among program activities, participant characteristics, and outcomes. Fart 2 discusses major public policy is-sues revealed from experience to date and presents those issues in four sections. Section 1 presents those issues in four sections. Section 1 on the focus of employment and training programs discusses the population to be served, skill shortages, integration of manpower development and economic development, CETA and categorical programs, public service employment, and CETA and national economic policy. Section of discusses CETA prime sponsor relationship to the state employment security agencies, the relationship of vocational education and rehabilitation to CETA, strengthening the link between education and work, and defense-oriented manpower services. Section 3 discusses the integration of manand work, and detense-oriented mappower services. Section 3 discusses the integration of man-power development programs with income main-tenance programs. Section 4 on the development of CETA discusses the scope of operations, mix of services, local-state-federal roles, and involve-ment of business and labor in CETA programs. (EM)

ED 146 389 CE 013 337 Australia. Transition from School to Work or Further Study. Reviews of National Policies for

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 77

Note-109p. Available from-Director of Information, Organisation for Economic Co-operation and Development, 2, rue Andre-Pascal, 75775 Paris Cedex 16, France (ISBN 92-64-11699-0, \$6.75)

EDRS Price MF-\$0.83 Plus Postage. HC Not

DRS Price Mr 10.00 Available from EDRS.

excriptors—Disadvantaged Youth, Educational Needs,

"Educational Needs,

"Educational Patterns, escriptors—Disavanae Development, *Educational Needs, *Educational Policy, Employment Patterns, *Employment Problems, Federal State Rela-tionship, Foreign Countries, Government Role tionship, Foreign Countries, Government Role Guidance Services, Manpower Development, Relevance (Education), *School Industry Rela-tionship, Vocational Development, Work Ex-perience Programs, Youth, *Youth Employment

Identifiers-*Australia, *School to Work Transi-

This book reports on an examination of educational policy in Australia and focuses on the educational and training needs of and provision for young people entering working life. The content is in two parts. Part 1, which comprises twothirds of the report, has ten chapters. Chapter I identifies nine topics on which the report is focused. Chapters 2 and 3 describe the educatocused. Chapters 2 and 3 describe the educa-tional setting in Australia, and its federal system. Major trends in the provision of secondary and postsecondary Australian education and the pat-terns of student enrollment, are identified in chapter 4. Chapter 5 covers curriculum and ex-aminations and includes the social role of education and educational expansion. Chapter 6
analyzes the relationship between education and
the world of work and shows how recent changes
in the structure of employment have affected the ways in which young people enter working life. Chapter 7 examines whether some of the imbalances between tertiary, technical, and further education might be in part a result of the different financial sources. Chapters 8 and 9 cover career education, transition services, and the problems of disadvantaged groups. The final chapter in part 1 addresses eight sets of questions to the Australian authorities to promote discussion of the issues. Part 2 is a record of the discussion at a review meeting at which searching questions pertaining to the issues covered in the report were put to an official Australian delegation. (EM) balances between tertiary, technical, and further

ED 146 390

CE 013 343

Wantiez, Gary W.
Air Conditioning and Refrigeration. Book One.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Spons Agency—Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Pub Date 77

-823p.; For a related document see CE 013

Available from—Mid-America Vocational Curriculum Consortium, 1515 West Sixth, Stillwater, Oklahoma 74074 (\$20.00)

EDRS Price MF-\$1.50 Plus Postage. HC Not

EDRS Price MF-\$1.50 Plus Postage. HC Not Available from EDRS.

Descriptors—"Air Conditioning, "Behavioral Objectives, Curriculum Guides, Job Skills, "Learning Activities, Post Secondary Education, "Refrigeration Mechanics, Secondary Education, Skill Development, Unit Plan, Vocational Education

Designed to rescribe students with the health

Designed to provide students with the basic skills for an occupation in air conditioning and refrigeration, this curriculum guide includes seven jor areas, each consisting of one or more units of instruction. These areas and their respective units are titled as follows: Orientation (history and development, and job opportunities), Safety (general safety and specific safety), Tools (hand tools, special tools, and measuring), Tubing and Pipe (tubing, tubing operations, and pipe), Soldering and Welding (soldering and welding equipment, soft soldering, silver brazing, aluminum soldering expectations, soldering and welding experiments. dering, oxy dering, oxyacetylene cutting-welding-brazing, and electric welding), Basic Compression Refrigeration (basic mechanical refrigeration, Refrigeration (basic mechanical refrigeration, refrigerant system accessories, refrigerants, and evacuation), and Sealed Systems Servicing (pressurizing and leak testing and charging). Each unit within the major areas includes some or all of the following basic components: performance objectives, suggested activities for teacher and students, information sheets (providing content essential for meeting the cognitive objectives of the unit), assignment sheets, job sheets (giving direction to the skill being job sheets (giving direction to the skill being taught and allowing both student and teacher to check student progress toward the accomplish-ment of the skill), visual aids, tests, and answers to the tests. Units are planned for more than one lesson or class period. Full-page illustrations and diagrams are presented throughout the guide.

ED 146 391

CE 013 344

Wantiez, Gary W.
Air Conditioning and Refrigeration. Book Two.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Spons Agency—Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Note-783p.; For a related document see CE 013 343 vailable from-Mid-America Vocational Cur-riculum Consortium, 1515 West Sixth, Still-water, Oklahoma 74074 (\$20.00)

EDRS Price MF-\$1.50 Plus Postage. HC Not Available from EDRS.
Descriptors— *Air Conditioning, *Behavioral Objectives, Curriculum Guides, Job Skills, *Learning Activities, Post Secondary Education, *Refrigeration Mechanics, Secondary Education, *Refrigeration Mechanics, Secondary Education, *Constitution of the Polymerical Secondary Education Secondary Secondary Education Secondary Education Secondary Se Secondary Education, Skill Development, Unit Plan, Vocational Education

This curriculum guide (book II), along with book I, is designed to provide students with the basic skills for an occupation in air conditioning and refrigeration. Six major areas are included, each consisting of one or more units of instruction. These areas and their respective units are ti-tled as follows: Electricity (fundamentals of elec-tricity, electrical test instruments, and electric tricity, electrical test instruments, and electric power), Electrical Components (basic electric power), Electrical Components (basic electric thermostats, relays, protection devices, and capacitors), Motors (electric motors, split-phase motors, whiring Diagrams, Domestic Refrigeration (domestic refrigeration fundamentals, sealed system components, domestic refrigeration defrost and electrical controls, mechanical servicing of domestic refrigerators, troubleshooting domestic refrigerators, and domestic refrigeratorice makers), and Window Air Conditioners (fundamentals of window air conditioners not in-window air conditioner repair). Each unit inwindow air conditioner repair). Each unit in-cludes some or all of the following basic components: performance objectives, suggested activi-ties for teacher and students, information sheets (providing content essential for meeting the cognitive objectives of the unit), assignment sheets, job sheets (giving direction to the skill being taught and allowing both student and teacher to check student progress), visual aids, tests, and answers to tests. Units are planned for more than one lesson or class period. Full-page illustrations and diagrams are presented throughout the guide.

ED 146 392

Hires, Bill And Others
Comprehensive Small Engine Repair.
Mid-America Vocational Curriculum Consortium,
Stillwater, Okla; Missouri Univ., Columbia. Instructional Materials Lab. Pub Date 77

Note—691p.; For related documents see CE 009 168 and CE 013 346-347

vailable from—Mid-America Vocational Cur-riculum Consortium, 1515 West Sixth, Still-water, Oklahoma 74074 (\$20.00) EDRS Price MF-\$1.33 Plus Postage. HC Not

EDRS Price MF-\$1.33 Plus Postage. HC Not Available from EDRS.
Descriptors—Behavioral Objectives, Criterion Referenced Tests, Curriculum Guides, *Engines, Equipment Maintenance, Instructional Materials, *Learning Activities, Machine Repairmen, *Mechanics (Process), Post Secondary Education, *Repair, Secondary Education, Task Performance, *Trade and Industrial Education, Visual Aids, Vocational Education This curriculum guide contains the basic information needed to repair all two- and four-stroke

mation needed to repair all two- and four-stroke cycle engines. The curriculum covers four areas, each consisting of one or more units of instruc-tion that include performance objectives, sug-gested activities for teacher and students, inforgested activities for teacher and students, minor mation sheets, assignment sheets, job sheets, visual aids, criterion referenced tests, and test an-swers. Organization is as follows: (1) orientation: occupational introduction, safety, tools, and mea-suring; (2) basic small engine theory: engine identification and inspection, basic engine princi-ples and design, principles of operation-four-stroke cycle, and principles of operation-two-stroke cycle; (3) electrical systems: basic elec-tricity, ignition systems, charging systems, and starting systems; and (4) engine service: lubrication systems, cooling systems, fuel systems, gover-nor systems, exhaust systems, troubleshooting, overhaul--four-stroke cycle engine, and overhaul-two-stroke cycle engine. (Several supplementary manuals are available to cover accompanying tasks for specific types of engines, e.g., mocles, snowmobiles, outboard motors). (BL)

CE 013 346 ED 146 393

Hardway, Jack Outboard Repair. Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Spons Agency—Oklahoma State Dept. of Voca-tional and Technical Education, Stillwater.

Note-180p.; Some diagrams may not reproduce

Note—180p.; Some diagrams may not reproduce well in microfiche
Available from—Mid-America Vocational Curriculum Consortium, 1515 West Sixth, Stillwater, Oklahoma 74074 (\$10.00)
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Behavioral Objectives, Criterion Referenced Tests, Curriculum Guides, Engines, Equipment Maintenance, Instructional Materia.

Equipment Maintenance, Instructional Materials, *Learning Activities, Machine Repairmen, Manuals, *Mechanics (Process), *Repair, Task Performance, *Trade and Industrial Education,

Visual Aids, Vocational Education Identifiers—*Outboard Motors

This consortium-developed instructor's manual for small engine repair (with focus on outboard motors) consists of the following nine instructional units: electrical remote control assembly, tional units: electrical remote control assembly, mechanical remote control assembly, tilt assemblies, exhaust housing, propeller and trim tabs, cooling system, mechanical gearcase, electrical gearcase, and fuel supply systems. Each instructional unit includes performance objectives, suggested activities for teacher and students, information sheets, assignment sheets, job sheets, tests, and answers to the tests. Many (* the units include visual aids, (BM)) include visual aids. (BM)

CE 013 347

ED 146 394 Hein, Jim Bundy, Mike Motorcycle Repair. Mid-America Vocational Curriculum Consortium,

Stillwater, Okla

Spons Agency—Oklahoma State Dept. of Voca-tional and Technical Education, Stillwater. Pub Date 77

Note-574p.

Available from-Mid-America Vocational Curriculum Consortium, 1515 West Sixth, Stillwater, Oklahoma 74074 (\$20.00)

EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Curriculum

Available from EDRS.

Descriptors. *Behavioral Objectives, Curriculum Guides, Job Skills, *Learning Activities, *Machine Repairmen, Mechanical Equipment, *Mechanical Skills, Mechanics (Process), Motor Vehicles, Post Secondary Education, Secondary Education, Skill Development, Technical Education, Unit Plan, Visual Aids, Vecestical Education, Vocational Education

Identifiers-* Motorcycles

This motorcycle repair curriculum guide con-tains the following ten areas of study: brake systems, clutches, constant mesh transmissions, final drives, suspension, mechanical starting mechanisms, electrical systems, fuel systems, lubrication systems, and overhead camshafts. Each area consists of one or more units of in-struction. Each instructional unit includes some struction. Each instruction or all of the following components: performance objectives, suggested activities for teacher and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to the test. Units are planned for more than one lesson or class period of instruction. Full-page illustra-tions and diagrams are presented throughout the guide. A list of the recommended tools and equipment necessary to complete the jobs required in the instructional units and an alphabetized list of publications used in complet-ing the guide are also included. (BM)

ED 146 395 CE 013 349

Boatman, Ralph H. Huther, John W. Articulation in Allied Health Education. The North Carolina Experience. Health Manpower

North Carolina State Dept. of Community Colleges, Raleigh.; North Carolina Univ., Chapel Hill.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Report No—DHEW-HRA-77-83 Pub Date Jul 75 Contract-724356

Note—105p.
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—"Articulation (Program), Associate
Degrees, College Cooperation, "College
Credits, Colleges, Curriculum
Guidelines, "Health Occupations Education,
"Higher Education, Junior Colleges, Paramedical Occupations, Paraprofessional Personnel,
Program Coordination, "State Programs, Statewide Planning, "Transfer Policy, Transfer Programs, Universities
Identifiers—"North Carolina
The North Carolina project reviewed have year.

The North Carolina project reviewed here was conducted to develop procedures to enable an individual to transfer credit from an allied health education program in one setting to some pro-gram in higher education. Chapter I reviews bar-riers to educational mobility and presents an overview of the project, which identified specific problems that affect transfer of credit and proposed solutions in the form of guidelines. Transfer policies or articulation agreements are discussed in chapter 2, and basic questions such agreements attempt to address are identified. Relevant characteristics of higher education in North Carolina are described in the third chapter. The process of bringing educators together to discuss transfer and allied health curriculum discuss transfer and allied health curriculum problems is described in chapter 4. Chapter 5 presents the development of allied health education, identifies pathways to professional status in allied health, and describes three curriculum models. The evolving nature of ten allied health disciplines involved in the articulation project are presented in chapter 6 along with the present status of each. Problems and the recommended guidelines related to the transfer of credit are listed in chapter 7, and chapter 8 describes events which have occurred as a result of the ar-ticulation project, identifying continuing related problems. (BL) ED 146 396 CE 013 350

Fishkind, Henry H. And Others
Methodology for Determining Needs for Vocational and Technical Education in Urban Areas in Florida: A Second Look.

Florida Univ., Gainesville. Coll. of Business Ad-

Spons Agency—Florida State Advisory Council on Vocational and Technical Education, Tal-lahassee.; Florida State Dept. of Education, Tallahassee.

Bureau No-6-6002 Pub Date Oct 77

-210p.; For a related document see ED 134

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

EDRS Price MF-50.33 HC-511.37 Fins Fostage.
Descriptors—Delivery Systems, Economic Research, Educational Needs, Educational Planning, Employment Projections, Enrollment, Evaluation Methods, Labor Force, *laabor Market, Labor Supply, Manpower Needs, *Needs Assessment, Occupational Information, Research, State Programs, *Technical Education, *Urban Areas, *Vocational Education

This report reviews activities of phase two of a This report reviews activities of phase two of a research project with the general objective of developing methodology to better assess the needs of vocational-technical education in urban areas, and specific objectives of refining the methodology developed in phase one for the Jacksonville, Florida, labor market and extending the methodology and insuring its generality by applying the procedures to the Tampa-St. Petersburg urban area. An introductory section presents the purpose of phase one, an overview of its findings, and the objectives, methodology, and organization of phase two. Chapter 2 presents the general philosophy and limitations of needs assessments, and outlines the methodology needs assessments, and outlines the methodology used in this study. Chapter 3 provides a general economic and demographic analysis of the Tampa Bay Area. Chapter 4 reports on the methodology for making occupation forecasts for urban areas. Chapter 5 analyzes the vocational education delivery system and its interface with the job market. Chapter 6 presents conclusions on needs assessments for urban areas and seven major recommendations from the two studies. An appendix contains materials from a busi-ness/industry-vocational education workshop, a selected bibliography, and outlines of a needs as-sessment and field work methodologies. (BL)

ED 146 397

Adams, George C.
Dimensioning, Tolerancing, and Machine Finishes.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lah.

Spons Agency—New Jersey State Dept. of Edu-cation, Trenton. Div. of Vocational Education. Pub Date Nov 77

-138p.; For a related document see ED 120 550

Available from-New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brun-swick, New Jersey 08903 (\$3.75 plus postage) EDRS Price MF-50.83 HC-\$7.35 Plus Postage.

EDRS Price MF-30.83 HC-\$7.35 Plus Postage.
Descriptors—*Drafting, *Engineering Drawing,
Engineering Graphics, Geometric Concepts,
Guides, High School Curriculum, Industry,
*Machine Tools, *Measurement, Secondary
Education, Study Guides, *Technical Illustration, Vocational Education

intended for use with the vocational education intended for use with the vocational education student interested in technical drawing, this guide provides answers to questions relating to dimen-sioning and tolerancing machine drawings. It also gives examples of standard dimensioning prac-tices, tolerancing applications, and finish applica-tions. The problems and examples presented are based on the most commonly accepted practices in inductive and their applications. Context is diin industry and their applications. Content is di-vided into ten units, titled as follows: Measurement; Dimensioning-Size, Shape, Location; Dimensioning Systems; Production Processes; Sequence of Operations; Machine Finishes; Finish Marks; Tolerance; and Tolerance Applications. Each unit includes from one to nine sections, illustrations, and review questions. (SH)

ED 146 398 CE 013 352

Dental Assisting Laboratory Manual. Rutgers, The State Univ., New Brunswick, N.J.

Spons Agency—New Jersey State Dept. of Edu-cation, Trenton. Div. of Vocational Education. Bureau No—HL-192 Pub Date Oct 77

-310p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$6.00 plus postage) EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.
Descriptors—*Anatomy, *Dental Assistants,

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.
Descriptors—*Anatomy, *Dental Assistants,
Dental Clinics, Dentistry, Educational Objectives, *Health Occupations Education, Laboratory Equipment, Laboratory Manuals,
*Laboratory Procedures, Learning Activities,
Orientation Materials, *Physiology, Post Secondary Education, Secondary Education, Vocational Education
Identifiers—New Jersey.

tional Education Identifiers—New Jersey Compiled to introduce the dental assisting stu-dent to various techniques used in the dental of-fice and to present theoretical information essen-tial for the student's professional development, tial for the student's professional acceptance, this laboratory guide consists of three units of in-struction. The first unit is an introduction to dental assisting and contains five topics of study. The second unit covers nine anatomy and physiology topics, and the third unit consists of seventeen topics dealing with laboratory procedures. Each unit includes an introduction, procedures. Each unit includes an introduction, objectives, equipment needed, and a written laboratory exercise which may be assigned for the student's own personal use, for classroom discussion, or as homework. Many of the units contain final criteria sheets for instructor evaluation. References listed at the end of the guide are suggested for use as reading assignments, reference materials, or supplementary material on topics of interest not covered within the guide. (BM)

ED 146 399 Career Education. Research Report 1977-3.
National School Boards Association, Washington,

Spons Agency—Office of Education (DHEW), Washington, D.C. Report No—NSBA-PR-1977-3 Pub Date 77

Grant-G007604166

Note—50p. Available from—National School Boards Associa-Available from — National School Boards Associa-tion, 1055 Thomas Jefferson Street, NW, Washington, D.C. 20007 (\$3.50) EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS. Descriptors—Administrator Role, Board of Edu-

escriptors—Administrator Role, Board of Edu-cation Role, *Career Education, Concept For-mation, *Definitions, *Educational Philosophy, Educational Policy, Elementary Secondary Education, Financial Support, *Program Development, School Administration, *School

Intended to aid school board members and administrators in their understanding of career education, this report synthesizes the contents of six regional career education seminars sponsored by the National School Boards Association and the National Association of School Administrators. Focus is on what career education is (the idea that schools should pay attention to what kids know about work), why it should be attempted by schools, and how it is done. In each chapter general discussion of the issues is followed by ex-cerpts from conference presentations by national spokesmen for career education, school board embers and administrators from school districts with major career education activity, state career education coordinators, and representatives of business, labor, parents, and others. Topics emphasized in the definition chapter include the need to blend and balance the academic and the practical, to teach adaptability skills and the desire to work, and to define career education locally. A rationale chapter is devoted to the argucally. A rationale chapter is devoted to the argu-ments of those supporting career education and one to those opposing it. The final and most ex-tensive chapter deals with techniques in program and personnel development for a school district. Emphasis is on dealing with constituents and sharing power, various means of financing, and implementing systematically with provision for planning and specification of objectives. (JT)

ED 146 400 08 CE 013 365

The Development of Vocational Modules and an Evaluative Instrument at Readability Levels Which Are Comprehensible by All Students in

the High School Vocational Program. Final Re-

port. Bristol Public Schools, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington,

Note—37p.; Appendix C, the test instruments, was removed because of copyright EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Achievement Gains, *Achievement Tests, Curriculum Evaluation, High School Students, Instructional Materials, *Learning Modules, Reading Ability, Reading Comprehension, *Reading Level, Reading Tests, Secondary Education, Senior High Schools, Test Construction, *Test Validity, Units of Study, *Vocational Education Identifiers—*Bristol Vocational Test

A project sought (1) to provide services.

A project sought (1) to provide vocational units of study geared to the readability levels of all students in high school vocational education and (2) to develop an instrument to measure achievement in vocational education with this same element of readability in mind. Pre- and posttests measuring vocational achievement and posttests measuring vocational achievement and reading levels (project-developed Bristol Vocational Test and California Reading Test) were administered to 140 students. Nine vocational modules were developed and 100 students with low reading levels were instructed using the modules, while 40 students were instructed as a control group without benefit of the modules. Scores by the experimental group were significantly higher than those of the control group with the experimental group gaining 6.25 points on the cantly higher than those of the control group with the experimental group gaining 6.25 points on the vocational test as compared with 2.53 points by the control group, and gaining .85 years in reading as compared to .42 in the control group. The Virginia Affective Assessment (VAAQ) was also administered, results showing the attitudes and self-concepts of the experimental students to be greatly improved from are, to gost testing. Congreatly improved from pre- to post testing. Con-clusions were that all students in the high school vocational curriculum should be able to read and comprehend the vocational modules. It was recommended that the modules be disseminated to other areas of the state and that the Bristol Vocational Test, which through additional testing and computer analysis proved to be a valid in-strument, be administered to a large sample of students to further evaluate validity and readabili-

ED 146 401 CE 013 366

Rogers, Helen V.

Nursing II. A Course of Study.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Spons Agency—Oklahoma State Board of Voca-tional and Technical Education, Stillwater. Div. of Health Occupations Education.

Note-1,642p.; For related documents see CE 013 366, CE 013 372, and ED 138 837

Available from-Oklahoma State Department of Vocational-Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth, Stillwater, Oklahoma 74074 (\$20.00)

EDRS Price MF.\$3.00 Plus Postage. HC Not Available from EDRS. Descriptors—Behavioral Objectives, Child Care,

*Course Content, Curriculum Guides, Drug Therapy, Health Occupations, Health Occupa-tions Education, Health Personnel, Hospital Personnel, Instructional Materials, Job Skills, Learning Activities, *Medical Education, Medical Treatment, Neonates, Nurses, *Nursing, Pediatrics Training, Performance Specifica-tions, Practical Nurses, *Practical Nursing, Task Performance, Tests, *Units of Study, Visual Aids

Identifiers-Oklahoma

Identifiers—Oklahoma

Developed primarily to provide a course of study requisite for the second area of a two-part practical nursing program, this curriculum guide can also be used to instruct nursing students in other programs. The content is divided into five major areas of study which include medications, nursing principles and skills (part two), maternal and infant care, nursing of children, and medical surgical nursing (part one). Each major area consists of three or more units of instruction. Each of sists of three or more units of instruction. Each of the forty-three instructional units contains both terminal and specific behavioral objectives, sug-gested activities for teacher and students, information sheets, assignment sheets and/or job sheets, visual aids, tests, and answers to the tests. Units are planned for more than one lesson or class period of instruction. A reference list is also included in each unit. (BM)

CE 013 367

Clements, Irene Coffey, Judy
Home Economics I. Basic Core. Vocational Home
Economics Education. Revised.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater, Curriculum and In-

cai Education, Stilwater. Curriculum and in-structional Materials Center. Spons Agency—Oklahoma State Board of Voca-tional and Technical Education, Stillwater. Div. of Vocational Home Economics Education.

Note-774p.; For a related document see CE 013

Available from—Oklahoma State Department of Vocational-Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth, Stillwater, Oklahoma 74074 (\$12.00)

EDRS Price MF-\$1.50 Plus Postage. HC Not

EDRS Price MF-\$1.50 Plus Postage. HC Not Available from EDRS. Descriptors—Behavioral Objectives, Career Exploration, Child Care, Child Care Workers, Child Development, Classroom Materials, Clothing Instruction, Consumer Education, "Core Curriculum, Curriculum Guides, Family Life Education, Foods Instruction, "Home Economics, Home Furnishings, Housing, Interpersonal Relationship, "Learning Activities, Nutrition Instruction, Occupational Home Economics, Secondary Education, Sewing Instruction, Student Organizations, Textiles Instruction

Identifiers-Future Homemakers of America Eight home economics curriculum areas are presented in this guide, with each area consisting of one or more instructional units as follows: (1) ntation (orientation to Future Homemal of America--FHA, FHA in action, parliamentary procedure); (2) Career Exploration (home procedure); (2) Career Exploration (home economics related occupations, locating a job, job success); (3) Child Development (child care worker, child care activities); (4) Clothing and Textiles (pattern and fabric selection, small sewing equipment, sewing machine, basic sewing techniques, clothing care); (5) Consumer Education; (6) Food and Nutrition; (7) Housing and Home Furnishings; and (8) Personal Relationships (family relations peer relations) Each inships (family relations, peer relations). Each in-structional unit includes behavioral objectives, uggested activities for teacher and students, information sheets (providing content essential for meeting the cognitive objectives of the unit), as-signment sheets, visual aids, tests, and test answers. (SH)

ED 146 403 CE 013 368

Benson, Ann Home Economics II. Basic Core. Tenth Gra Oklahoma State Dept. of Vocational and Techni-cal Education, Stillwater. Curriculum and In-structional Materials Center.

Spons Agency—Oklahoma State Board of Vocational and Technical Education, Stillwater. Div. of Vocational Home Economics Education. Pub Date 73

-608p.; For a related document see CE 013 367

-Oklahoma State Department of Vocational-Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth, Stillwater, Oklahoma 74074 (\$12.00)

Available from EDRS.
Descriptors—*Behavioral Objectives, Career Exploration, Child Care, Child Development, Classroom Materials, Clothing Instruction, Consumer Education, *Core Curriculum, Curploration, Classroom Materian, Consumer Education, Consumer Education, riculum Guides, Family Life Education, Foods Instruction, Grade 10, *Home Economics, Home Furnishings, Housing, Interpersonal Relationship, *Learning Activities, Money Management, Nutrition Instruction, Secondary Education, Textiles Instruction, Development Seven home economics curriculum areas for

grade 10 are presented in this guide, with each area consisting of one or more instructional units as follows: (1) Career Exploration (obtaining a as follows: (1) Career Exploration (obtaining a job, progress on the job, business etiquette); (2) Child Development (guiding the preschool child, middle childhood); (3) Clothing and Textiles (labeling, textiles, buying ready-to-wear garments, garment construction); (4) Consumer Education (banking services, credit, buying practices); (5) Foods and Nutrition (meats identification, nutrition of meats, consumer buying of meats, inspection and grading, meat purchasing, meat prepara-tion, yeast breads, pastry); (6) Housing and Home Furnishings (selection of housing and home furnishings, room arrangement); and (7) Personal and Family Relationships (introduction to adolescence, dating and mate selection). Each instructional unit includes behavioral objectives, suggested activities for teacher and students, in formation sheets (providing content essential for meeting the cognitive objectives of the unit), as-signment sheets, visual aids, tests, and test anvers. (BL)

ED 146 404

Rogers, Helen V. Benson Nursing I. A Course of Stu Oklahoma State Dent of Benson,

ma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Spons Agency—Oklahoma State Board of Voca-tional and Technical Education, Stillwater. Div. of Health Occupations Education.

ote-1,360p.; For related documents see CE 013 366, CE 013 372, and ED 138 837

Available from—Oklahoma State Department of Vocational-Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth, Stillwater, Oklahoma 74074 (\$20.00)

EDRS Price MF-\$2.50 Plus Postage. HC Not Available from EDRS.

Descriptors—Anatomy, Behavioral Objectives, Communications, *Course Content, Curriculum Guides, Health Occupations, Health Occupa-tions Education, Health Personnel, Hospital Personnel, Instructional Materials, Interpersonal Relationship, Interprofessional Relation-ship, Job Skills, Learning Activities, Medical Assistants, *Medical Education, Microbiology, Nurses, Nurses Aides, *Nursing, Nurrition, Per-formance Specifications, Physiology, Post Secondary Education, Practical Nurses, *Practical Nursing, Task Performance, *Practical Nursing, Task Performance, Teaching Guides, Tests, *Units of Study, Visual

Identifiers-Oklahoma

Developed primarily as a beginning course of study for the practical nurse, this first of a twopart course can also be used to instruct nursing assistants and nursing students at other levels of practice. This curriculum guide is divided into the practice. This curriculum guide is divided into the following three major areas of instruction: personal vocational relationships; basic nursing principles and skills; and studies in life sciences and health which include anatomy, physiology, microbiology, and nutrition. Each area consists of several units of instruction making a total of fiftyone units in the course. Each instructional unit contains both terminal and specific behavioral objectives, suggested activities for teacher and students, information sheets, assignment sheets and/or job sheets, visual aids, tests, test answers, and a reference list. Units are planned for more than one lesson or class period of instruction. (BM)

ED 146 405 CE 013 391 Gartner, Ald

Consumer Education and the Human Services. City Univ. of New York, N.Y. Center for Ad-

vanced Study in Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.

Note-14p.

Available from-Office of Consumers' Education, U.S. Office of Education, Room 5624, ROB-3, Washington, D.C. 20202.

Washington, D.C. 20202.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Consumer Economics, *Consumer Education, Consumer Protection, Educational Needs, Educational Problems, Health Services, *Human Services, Marketing, Professional Services, Purchasing, Social Services, Speeches, Walfare Services Welfare Services

Consumer education has traditionally addressed activities related to the purchase of goods while the human services (e.g., health, education, and social welfare) have received far less attention. This condition stems from several factors, including the "doing good" attitude of human service providers and the role of government as the provider of most human services. One way to see the nature of the issues is to compare the following consumer education activities in the human ser vices with consumer education in the goods sec-tor: values and decision making; price information; performance information; brand or provider comparisons; payment procedure; rights, respon-sibilites, and redress procedures; and consumer education and the economy. Consumer education and human services can each benefit from closer interaction. Human service work is consumer-intensive and the key to increasing productivity and consumer satisfaction lies in effectively engaging the consumer in the service. With the growing recognition of human services as an area of con-cern for consumer education, there are two areas of priority for the coming period. First, we must examine the traditional operating assumptions of consumer education as to their appropriateness for the human services. Secondly, we must identi-fy priority areas within the human services, including learning what kinds of information are important and how they can be obtained and dis-seminated and the measures of price and quality.

ED 146 406 CE 013 392

Ferguson, Allen R. And Others
Potential Economic Benefits of Consumer Educa-

Public Interest Economics Center, Washington,

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.
Pub Date Jul 77

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Citizen Participation, Community Action, Community Involvement, Community Role, *Consumer Economics, *Consumer Education, Federal Programs, Government Role, Literature Reviews, *Marketing, Merchandise Information, *National Programs, *Program Effectiveness, Publicize, Research Identifiers—United States

A study explored the potential economic impacts of a large and successful national program of consumer education. Following a literature review, a qualitative analysis was performed on a wide range of topics. The topics pertained to in-formation and the process of consumer choice, the role of advertising, consumer sovereignty and the supply system, and the potential benefits of mer education. It was concluded that (1) the basic role of consumer education should be to contribute to establishing consumer sovereignty in the marketplace so that the economy can more nearly achieve its legitimate purpose of izing the material well-being of the people as a whole, (2) the long-term benefits from con-sumer action to intelligently influence supply will probably be greater than the benefits from better informed choice by passive consumers, and (3) in general, the prime focus of consumer education should be to facilitate the involvement of citizens in determining the conditions of economic choice confronting them. (EM)

ED 146 407 CE 013 396 Dieringer, Margaret K., Ed.
Local Initiatives in Consumer Education: The Role
of Mayors and Their Cities.

United States Conference of Mayors, Washing-

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education. Contract—P00760492

Note—48p.
Available from—Office of Consumer's Education,

Available from—Office of Consumer's Education, U.S. Office of Education, Room 5624, ROB-3, Washington, D.C. 20202

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—City Government, *City Officials, City Wide Programs, Clearinghouses, Community Action, Community Education, City Wide Programs, Clearinghouses, Community Action, Community Education,

*Community Involvement, Community Programs, Community Responsibility, *Consume Education, Federal Legislation, *Federal State Relationship, Field Studies, Program Costs, *Program Development, Public Policy, Surveys Identifiers—United States

A study was done to assist the U.S. Office of Education in ascertaining whether there is the need and desire for mayor and city involvement in the area of consumer education and to assist the U.S. Conference of Mayors (USCM) in deter-mining whether or not its role in the promotion and establishment of priorities for consumer education for cities will be one of action. Site visits consisting of interviews with the mayors, their staff, and other city officials were made to four cities. Several common themes were identified: (1) the need for financial support, (2) the need for an information and technical assistance clearinghouse, (3) the desirability of a comprehensive program in the schools, (4) the need for a program of instructing consumer education teachers, and (5) the desire to expand the already existing consumer education efforts. Five recommendations were made: (1) A local office of consumer education must be under the mayor's jurisdiction, (2) there must be adequate must be one centralized (3) there clearinghouse providing access to information and technical assistance, (4) consumer education program content must not be limited to one or two target groups, and (5) federal and state legislation must address the local need for effective consumer education efforts. (The Education Amendments of 1972 and 1974 and the position statements of two mayors are appended.) (EM)

CE 013 400 ED 146 408 08 Validation of the Competencies Needed by Voca-tional Education Teachers, Middle Managers, and Administrators. Phase II of a Professional Development Study for Massachusetts, Volume

Boston Univ., Mass. School of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Massachusetts State Dept. of Education, Boston. Div. of Occupational Education. Pub Date Sep 77

Note—189p.; For related documents see ED 137 570 and CE 013 400-402 and CE 013 844

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage. Descriptors-*Administrative Personnel, ministrator Attitudes, Career Education, Educational Research, *Job Skills, Performance cational Research, "Job Skills, Performance Based Teacher Education, Reliability, State Surveys, Teacher Attitudes, Teaching Skills, "Validity, "Vocational Education, "Vocational Education Teachers Identifiers—Massachusetts

This is the first of four volumes reporting phase 2 of a two-phase project to examine the com-petency-based vocational teacher education movement and analyze the current state of the art (phase 1), and to assess the implications for preservice, inservice, and leadership level professional development programs in career and occu-pational education in Massachusetts (phase 2). Focus in this volume is on the validation of the vocational education competencies developed in phase I (see ED 137 570). Research design and methodology are described for the study in which specific validity and applicability of the 550 competencies for Massachusetts were assessed by fifty-three teacher, manager, and administrator participants using the Delphi method (a consensus model). Findings and recommendations for the project are presented. Tables and appendixes (more than half of the total contents) include emore than nail of the total contents) include results of participants voting on all competen-cies, the validated lists of teacher, middle manager, and administrator competencies, the criterion table for consensus, list of participants, and sample of instrument and definitions of func-

ED 146 409 08 CE 013 401 Part of the Competencies Needed by School
Personnel to Implement Career Education.
Phase II of a Professional Development Study

for Massachusetts, Volume II. Boston Univ., Mass. School of Education.

tional groupings. (TA)

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Massachusetts State Dept. of Education, Boston. Div. of Occupational Education. Pub Date Sep 77

ote—136p.; For related documents see ED 137 570, CE 013 400-402, and CE 013 844 EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Administrative Personnel, *Career Education, Coordinators, *Educational Needs, Educational Research, Elementary Secondary Education, *Job Skills, Needs Assessment, *Performance Based Teacher Education, Post Secondary Education, Questionnaires, Reliabili-ty, Secondary School Counselors, *Surveys, Teaching Skills, *Validity, Vocational Educa-tion, *Vocational Education Teachers Identifiers-Massachusetts

This is the second of four volumes reporting phase 2 of a two-phase project to examine the competency-based vocational teacher education movement and analyze the current state of the art (phase 1), and to assess the implications for art (passe 1), and to assess the impirations for preservice, inservice, and leadership level profes-sional development programs in career and occu-pational education in Massachusetts (phase 2). This volume describes a state-wide needs assessment for occupational education teachers, coun-selors, coordinators, and administrators in Massachusetts, through a survey sent to personnel in both comprehensive and regional vocational-technical schools. Section 1 presents the com-petencies as initially developed, and then ranked according to their importance scores. Section 2 presents importance scores for the following six domains: curriculum development, career development, staff development, philosophy, occupational information, and community-related activities. Section 3 presents scores of a variable which measured the difference between importance and frequency. Section 4 presents the result of a discriminant analysis conducted for competencies common to all personnel groups and for domains regarding both the importance and difference variables. The researchers con-cluded that the competencies are useful, impor-tant, and needed for the implementation of career education programs; that career develop-ment is the most highly valued component of career education across all groups; and that occu-pational information is the least valued ingredient. (TA)

08 CE 013 402 An Analysis of National Certification Require-ments and Professional Development Standards for Vocational Education Personnel. Phase II of a Professional Development Study for Massachusetts, Volume III.

Boston Univ., Mass. School of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Massachusetts State Dept. of Education, Boston. Div. of Occupational Education. Pub Date Sep 77

Note-36p.; For related documents see ED 137 570, CE 013 400-402, and CE 013 844

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—Academic Standards *Administrative Personnel, Administrator *Commistrative Personnet, Administrator Qualifications, *Career Education, *Certification, Educational Research, National Surveys, Performance Based Teacher Education, State Standards, *Teacher Certification, Teacher Qualifications, *Vocational Education Teachers

Identifiers-Massachusetts, United States

This is the third of four volumes reporting phase 2 of a two-phase project to examine the competency-based vocational teacher education vement and analyze the current state-of-theart (phase 1), and to assess the implications for preservice, inservice, and leadership level professional development programs in career and occu-pational education in Massachusetts (phase 2). This volume describes a national survey of the certification requirements and professional development activities for vocational education development activities for vocational education within state departments of education throughout the United States, to serve as decision-making input for Massachusetts. A six-page survey instrument mailed to fifty state personnel development coordinators for vocational education was designed to elicit pertinent data regarding vocational teacher and administrator certification, trade/technical examinations experiential trade/technical examinations, experiential requirements, and formal academic requirements. In addition, data was gathered related to the programmatic delivery systems of each state, func-tions of professional development personnel in each state department, and administration of the certification process. Results of the survey are re-ported in tables and discussed in detail, including the major areas in which Massachusetts tends to depart from the general national patterns for vo-cational education. The survey instrument is appended. (TA)

Moore, Charles Guy
Baby Boom Equals Career Bust. Monographs on
Career Education.
Department of Health, Education, and Welfare,

ashington, D.C. Pub Date Note-21p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Birth Rate, Career Awareness,
Career Choice, Career Education, Career
Planning, *College Graduates, Demand Occupations, Demography, Employment Level,
*Employment Opportunities, Employment Patterns, *Employment Problems, *Employment
Projections, Labor Market, Manpower Needs,
Occupations), Choice, Overcompilation Occupational Occupational Choice, Overpopulation, *Population Growth, Population Trends, Social

Influences, *Unemployment Identifiers—Baby Booms Presenting the Baby Boom (1946-1965) as both a potential social problem and opportunity for American leadership, this monograph discusses the following aspects of this population concern: (1) its immediate and long-term impact on career opportunities for those college graduates who make up the baby boom generation; (2) its impact on those whose competitive positions will be significantly affected by the entry of the baby boom generation into the work force; and (3) the potential social implications of the baby (3) the potential social implications of the baby boom and its resulting overpopulation of many areas of the labor market. Placing emphasis on what individuals can do to avoid or mitigate the personal effects of the baby boom's undesirable and overwhelming influence on the labor market, the author encourages realistic and strategic career planning and mandates for new guidance techniques, while he discourages a liberal arts education and unrealistic expectations by both parents and students. (BM)

CE 013 425 ED 146 412 Gallagher, Dennis
New Prospectus for Youth: Worlds of Education,
Work and Service.
National Manpower Inst., Washington, D.C.

Pub Date Nov 76

Note—55p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Educational Opportunities, Employment Opportunities, *Government Role, *Policy Formation, *Public Policy, Social Services, Volunteers, *Youth Opportunities, Youth Problems

Identifiers—Public Service

There is need for a comprehensive youth policy in this country concerned primarily, not with in-creasing service to youth, but with enlarging op-portunities which are rewarding to them and to society. The major thrusts of such a policy are (1) the continued enlargement of options within education, (2) the recognition of work as a valued option for youth which they, just as adults, have a right to expect to be available, and (3) the development of a national youth service initiative which ties together yet encourages and enlarges on the diversity of efforts that already are underway at the federal, state, and local levels for ac-tivity performed for the public welfare as volun-teers or at less than the prevailing wage. New processes of cooperation at the local level, which bring together important constituencies and interests around issues of youth development, need to be worked on. At the same time it is essential that federal and state levels demonstrate higher priority concern and commitment toward youth development problems by rewarding those communities who have made the commitment to comprehensive youth development planning and implementation. There is need for implementation of a major full appropriate bill which would tion of a major full employment bill which would improve the employment environment for adults and youth alike, need for a major federal initia-tive supporting locally developed community ser-vice opportunities for youth, and need to main-tain commitment to providing youth with oppor-tunities to pursue education beyond high school.

ED 146 413 CE 013 426 Another Time, Another Place....Proceedings of the Symposium on Credit for Prior and Experiential Learning (San Francisco, California, November 5, 1976).

California State Postsecondary Education Commission, Sacramento.
Pub Date 5 Nov 76

Note-74p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Posta

Descriptors—*Academic Standards, Adult Educa-tion, Colleges, Community Colleges, Con-ference Reports, *Credits, *Educational Alter-

natives, Educational Change, Educationa Development, *Educational Experience, Educational Innovation, Educational Needs, Educa Educational cational innovation, caucational receas, cancer tional Problems, Junior Colleges, Post Seconda-ry Education, Regional Planning, Speeches, State of the Art Reviews, State Programs, "Statewide Planning, Symposia, Universities Identifiers—"California, "Experiential Learning This authlication is a compilation of the presen-

Identifiers—"California, "Experiential Learning
This publication is a compilation of the presentations given at a symposium held to explore where California is in respect to credit for prior and experiential learning, and whether the State should be moving toward a more comprehensive mechanism for assessing, awarding, and recording the credit. The keynotic address provides an mechanism for assessing, awarding, and recording such credit. The keynote address provides an overview focusing on learning, services and edu-cational program sources for adults, and stan-dardization versus flexibility in programs. The next address considers some major problems in Liberal Arts Program, California Communitum Liberal Arts Program, California Communi-ty Colleges, private sector, and private institu-tions. Two talks pertaining to the need for a validating institution and the needs of the training community are followed by the remarks of a reaction panel. Additional presentations discuss alternatives in developing a validating institution and cover the further expansion of CSUC Con-sortium, the creation of a new independent in-stitution, and the use of the public/private sector stitution, and the use of the public/private sector through a voucher system. The presentations conclude with two addresses on problems in developing a validating institution, focusing on attitudinal problems and accreditation concerns. (EM)

ED 146 414 CE 013 432

Decker, Larry E.
People Helping People. An Overview of Community Education. Virginia Univ., Charlottesville. School of Educa-

Pub Date Oct 76

Note—23p.

Available from—Pendell Publishing Company,
1700 James Savage Road, Midland, Michigan
48640 (ISBN 0-87812-152-8, 51.00)

Document Not Available from EDRS.

Descriptors-*Community Education, Community Involvement, Community Resources, Community Support, Educational Objectives, Finanpport, Guides, Information Sources, National Organizations, Program Administration, Program Costs, Program Design, *Program Development, Program Evaluation, *Program Planning, Public Schools, School Community

This booklet provides an overview of communi-education for those readers interested in ty education for those readers interested in developing a community education program. The content is contained in fifteen brief sections. The first section introduces the concept of community education. Section 2 presents a chart comparing the traditional school's use pattern to that of the community school. Sections 3 and 4 list twelve community education goals and ten factors re-lated to successful community education development. The fifth section presents a diagram of a common sequential process for implementing a total concept of community education, and the sixth section discusses local, state, and federal support. Section 7 explains the importance of local leadership, and sections 8 and 9 present a sample organizational chart for a public school system developing a community education prosystem developing a community education program, and a chart of various programs comprising community education, respectively. Sections 10 through 15 present the following information: an overview of the major revenue sources and the range of average percentiles; budget outlines for both a full-time and part-time program development effort; possible approaches to program evaluation; listings of commitments to consider when determining whether to start a community. when determining whether to start a community education program; listings of eighty centers of community education located at institutions for higher education; and brief descriptions of ten community education sources. (EM) national

ED 146 415 CE 013 435 Warden, John W. Citizen Participation. What Others Say...What

Virginia Univ., Charlottesville. Mid-Atlantic enter for Community Education. Pub Date Sep 77

Note—25p. Available from--University of Virginia, School of Avanacie room.—University of Virginia, school of Education, Mid-Attentic Center for Community Education, 217 Ruffner Hall, Charlottesville, Virginia 22903 (single copy, \$1.00, reduced rates on multiple copies, 10% shipping charge unless prepaid)

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

*Community Development, Community Programs (Community),

*Citizen Participation, Citizens Councils, Community Action, *Community Development, Community Education, Community Information Services, Community Involvement, *Community Organizations, *Community Programs Community Schools Deficitions grams, Community Schools, Definitions, Neighborhood Centers, Resource Centers

This booklet is about what people say and do with regard to citizen participation. Explanations and key resources are provided for eleven techniques to obtain citizen participation: Alinsky Organizations, charrettes, citizen advisory comees, community audio and video access, comnity development corporations, community ource/information centers, community schools, neighborhood associations and councils, parent involvement councils, self-help groups, and user consultation process. Additionally, brief descriptions are provided for fourteen other methods. The booklet concludes with thirty statements or short paragraphs from researchers, theorists, and practitioners about community involvement and participation and a list of ten critical questions on citizen participation. (EM)

CE 013 441 ED 146 416 08 New York State Continuing Education Needs As-sessment. Report No. 1: Statewide Analysis. New York State Education Dept., Albany. Div. of

Continuing Education. Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date Jan 77

EDRS Price MF-\$0.83 HC-\$22.09 Plus Po Descriptors—Access to Education, *Adult Educa-tion, *Adult Education Programs, *Adult Edu-cators, *Adult Students, *Educational Develop-*Educational Needs, Educational s, Educational Research, Inservice Problems. Teacher Education, Needs Assessment, State

Surveys, Statewide Planning, Student Motiva-tion, Student Needs, Student Opinion, Student Participation

Identifiers-*New York A study was done to gather and compare data regarding continuing education needs of New York State adults, the present delivery system for continuing education in the state, and inservice training needs of continuing education faculty and administrators. The study had a three-part data collection effort. Subsequent to developing survey instruments, 20,486 New York State adults were interviewed regarding their continuing education needs, providers of educational op-portunities for adults were surveyed concerning their program offerings, and administrators and teachers in continuing education programs were surveyed to assess their inservice training needs. The findings included these: (1) Most adults are interested in learning, (2) the choices of adults reflect a wide variety of learning interests, (3) the choices and reasons given for the selection of a first-choice learning interest differed according to the adult's life situation or special characteristics as a potential learner, (4) for a variety of reasons, many adults do not participate in organized continuing education activities, (5) the present continuing education system in New York State is largely self-supporting, and (6) nearly two-thirds of continuing education administrators and 90% of the teachers surveyed are employed part-time. (This report includes 212 tables, a proposal for a three-year plan of action and the survey instruments.) (EM)

ED 146 417 CE 013 453 Taylor, Virginia
Individualized Calculus for the "Life-Long"
Learner: A Two-Semester Comparison of Attitudes and Effectiveness.

Pub Date 77

Note—14p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Adult Students, *Calculus, Dropout Rate, Educational Research, Evening Students, Group Instruction, *Individualized Instruction, Individualized Programs, *Lecture, Methods Research, *Student Attitudes, Undergraduate Students

A study was performed to examine the at-titudes of adult students toward a new mode of instruction (individualized instruction including modularized self-paced units) and to determine course effectiveness in terms of completion rates and final examination results. The subjects were sixty-five adult students who were enrolled in two calculus classes (Calculus I and II) over a twocalculus classes (Calculus I allo II) over a semester period. The responses to attitudinal questionnaires were used to determine the attitudinal changes of the two classes of adult learners over two semesters. An analysis of common final examination scores was completed and a com-parison was made to another calculus class taught in the conventional lecture method. The findings indicate (1) a much higher completion rate for students in individualized instruction, (2) a much lower formal course withdrawal rate for the in-dividualized group of students, and (3) more highly positive attitudes toward individualized instruction. (Attitudinal questionnaires for Calculus I and II and three tables comparing the final grades, completion rates, and final examination statistics for the individualized and conventional lecture classes are appended.) (EM)

Welch, Frederick G. Vincent, John J.

Evaluation of Funded Projects for Development of

Vocational Instructional Materials. Final Re-

nnsylvania State Univ., University Park. Div. of

consylvania State Univ., Outersky Park, Div. of Occupational and Vocational Studies.

One Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg. Bureau No-19-6812

Pub Date Sep 77

Note-112p. EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

*Curriculum Development,
*Curriculum Evaluation, Evaluation Criteria,
Financial Support, *Instructional Materials,
*Material Development, Projects, *State
Federal Aid, State Surveys, *Vocational Educa-

Identifiers-*Pennsylvania

A project was conducted to examine vocational education curriculum materials developed through state and federally funded projects to determine principles and methods used and to examine strengths and weaknesses of each. A survey instrument was disseminated to all Pennsylvay instrument was disseminated to all reduisyl-vania schools with vocational programs. Con-sultants were utilized to develop selection and evaluation strategies. A telephone survey was conducted of twenty-one projects, and on-site visitations were made to forty-two selected project sites. Activities resulted in (1) a comprehenject sites. Activities resulted in (1) a comprehen-sive listing of curriculum projects in the state from 1970 to 1977, (2) a breakdown of the amount of funding allocated for curriculum development, (3) the selection of various curricu-lum projects to be evaluated, (4) an evaluation of the degree of successfulness of selected projects (through use of a product assessment instru-ment), and (5) suggested guidelines for the development of instructional materials and funddevelopment of instructional materials and fund-ing patterns. Among the conclusions and recom-mendations is the observation that a more struc-tured format for the implementation of funded curriculum projects should be developed to reduce cost and duplication and to increase edu-cators' effectiveness. Appendixes include survey and visitation instruments, listing of project loca-tions, product assessment instrument, and project tions, product assessment instrument, and project newsletter. (JT)

Mining Careers. Instructor's Manual and Student's Basic Course of Study. Recommended Courses for Entry Level Miner, General Inside Laborer, Timber Framer, Face Worker.

Admiral Peary Area Vocational-Technical ED 146 419 08 CE 013 527

Admiral Peary Area Vocational-Technical School, Ebensburg, Pa. Spons Agency—Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Pub Date [77]

Note-424p.; For a related document see CE 013

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage. Descriptors—Air Flow, *Behavioral Objectives, Communications, Construction (Process), Curriculum Development, Curriculum Guides, Emergency Programs, *Entry Workers, First Emergency Programs, *Entry Workers, First Aid, Individualized Curriculum, Instructional Materials, *Job Skills, Learning Modules, Manuals, Orientation, Safety, Secondary Edu-cation, *Skill Development, Teaching Guides, Trade and Industrial Education, Ventilation, Vocational Education, Work Environm

Vocational Education, Work Environment lidentifiers—*Mining
Guides for organizing and individualizing three courses of study for job training in the mining careers of entry level miner, general inside laborer/timber framer, and faceman are presented in this manual. Introductory information includes (1) suggestions for utilizing, modifying, or customizing materials (task sheets) in the manual customizing materials (task sheets) in the manual to suit individual student needs; (2) directions for maintaining records and creating student text-books; (3) a title glossary which lists all the tasks presented in the manual, grouping them into twenty-two modules, which are further grouped into six larger instructional units: entry level orientation, safety, mine emergencies, roof rib control, communications, and ventilation and air control, communications, and ventilation and air control, communications, and ventilation and air control; and (4) groupings of task titles according to their appropriateness for each of the three courses of study. The remainder of the manual presents intety-five task sheets designed for the student and representing the core of skills needed (as recommended by mining and vocational education personnel) in most deep mining operations. Each task sheet includes the task title, instructional objectives procedures review structional objectives, procedures, review questions, accompanying information sheets, and related illustrations. (BM)

ED 146 420 CE 013 528

Sjogren, Douglas Occupationally-Transferable Skills and Charac-teristics: Review of Literature and Research, Inries No. 105. Ohio State Univ., Columbus. Center for Voca-

tional Education.

oons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 77 Contract—NE-C-00-3-0078

Note—38p.

Available from—Center for Vocational Education
Publications, Ohio State University, 1960
Kenny Road, Columbus, Ohio 43210 (\$2.80)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Basic Skills, *Job Skills, Literature
Reviews, *Occupations, Research
(Publications), *Transfer of Training,
*Vocational Education
In this synthesis of research and literature on
the nature of occupationally-transferable skills.

the nature of occupationally-transferable skills, the author identifies skills that seem to be highly transferable in the sense of being general to a number of occupations. He then speculates about number of occupations. He then specializes about characteristics of skills that are generalizable or transferable and discusses some implications for educational programs, hiring, and employment search practices, and for research. Specific transfer questions also addressed are these: Are there optimal sequences for developing the com-ponent skills of complex behaviors? At what level of abstraction should a skill be taught? and Are some behaviors more amenable to training than others? Close attention is given to three studies:
(1) the "Dictionary of Occupational Titles" classification of occupations according to common elements, (2) the generic skills project of W.J. Kawula and A. Smith, and (3) research on egometrics (application of psychometric princi-ples and procedures to the study of human work) directed by J. William Cunningham. The author concludes that there is no nontransferable skill concludes that there is no nontransferable skill and that a good education through high school will provide an individual with a good repertoire of skills for the world of work. A further conclu-sion is that training programs should be designed to teach specific skills very well and to allow for skill practice in a variety of situations after ensu-ing utility for one situation. (JT)

ED 146 421 08 CE 013 533 Michlein, Michael G.

Michael G.

Student Attrition in the Wisconsin VTAE System—
Phase II. Final Report.

North Central Technical Inst., Wausau, Wis.

Spons Agency—Office of Education (DHEW),

Washington, D.C.; Wisconsin State Board of
Vocational, Technical, and Adult Education,

Bureau No-15-097-151-227

Pub Date Jun 77

Note-242p.; For a related document see ED 136

012
EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.
Descriptors—"*Adult Dropouts, *Adult Vocational Education, Data Collection, Dropout Attitudes, *Dropout Characteristics, *Dropout

*Drop Identification, Dropout Prevention, *Dro Rate, Educational Research, Post Secon

Rate, Educational Research, Post Secondary
Education, Program Improvement, Questionnaires, Secondary Education, State Programs,
Student Needs, Technical Education, Test Construction, Test Validity
Identifiers—Wisconsin
Objectives of phase II of a study were (1) to
run a pilot program to predict potential dropouts
and assist them to overcome obstacles which
might cause them to leave school and (2) to
establish a system to immediately obtain needed establish a system to immediately obtain needed information from dropouts. An instrument to information from dropouts. An instrument to identify potential dropouts was selected and students were divided into potential nonpersisters and potential persisters. Half of the nonpersisters were aided in solving their problems; the persisters were simply monitored. All groups were compared at the end of the first semester to determine if the students had been correctly identified, and if seniorism acceptial december. determine if the students had been correctly identified, and if assisting potential dropouts helps retain them. A uniform questionnaire for all consortium schools to use on withdrawing students was designed and utilized. Conclusions were that many variables are present in early identification of potential dropouts and identification is not usually accurate in the present functioning environment. The questionnaire responses indicated dropouts often came to school because they were out of work rather than because they indicated dropouts often came to school because they were out of work rather than because they wished to obtain a degree or diploma. Sixteen recommendations included stressing importance of attrition to faculty and staff, assisting students in handling their finances, and implementing trial orientation methods. An eighty-page appendix contains the questionnaires used in the project and student comments from the consortium schools involved (RI) schools involved. (BL)

ED 146 422 CE 013 541 econdary Vocational Education: Jointly Administered Programs. 8th Annual Evaluation Report.

Iowa State Career Education Advisory Council, Des Moines.

-133p

EDRS Price MF-\$0.83 HC-\$7.35 Plus Post

 EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
 Descriptors—*Area Vocational Schools, Educational Finance, Policy Formation, *Program Administration, *Program Effectiveness, Program Evaluation, Public Policy, School Role, *Secondary Education, *Secondary Schools, State Programs, State Standards, *Vocational

Focus in this evaluation report of Iowa secon dary vocational education is on jointly ad-ministered programs—those contracted services which are established either between two or more secondary schools or between a merged area school and one or more secondary schools. The report is a synthesis and discussion of information gathered from field visits to five of the state's fifeen merged areas and from related rese teen merged areas and from related research. Questions addressed are the following: (1) What are the historical, legal, and philosophical bases for jointly administered secondary vocational programs and their relationship to traditional programs in lowa? (2) What are the primary characteristics of these programs? (3) What is the present method for reimbursing secondary programs in lowa and what ways does this affect jointly administered programs? (4) How do state policies and plans community attitudes, and curpolicies and plans, community attitudes, and cur-rent, critical issues confronting local school districts affect secondary vocational education in lowa? (5) If jointly administered programs are a viable means of providing secondary vocational programs, what policies and plans should be considered to continue and expand them? Issues are identified with respect to each topic; selected opinions of administrators, teachers, students, and others are listed; and a summary of state-wide at-titudes with regard to each issue is then presented followed by recommendations. (JT)

ED 146 423 CE 013 542 1976 Report on the Career Education Effort in

Iowa State Career Education Advisory Council,

Pub Date Dec 76

Note-105p.; Some parts may reproduce poorly

due to colored paper

due to colored paper

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Citizenship EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—*Career Education, Citizenship
Responsibility, College Students, Conferences,
Educational Needs, Guidance Services, High
School Students, Job Skills, Occupational
Guidance, Policy Formation, Post Secondary
Education, *Program Effectiveness, *Public
Policy, Secondary Education, Skill Development, State Programs, *Student Attitudes, Student Needs, Vocational Development, Vocational Education tional Education

tional Education Identifiers—*lowa Focusing on the views and opinions of lowa's young adults on the status of their career education, this report synthesizes the results of a one-day public hearing (working conference) in which eighty-seven high school, community college, and university students from across the state work asked to write their observations and lege, and university students from across the state were asked to write their observations and recommendations to the question: How responsive are schools to students' needs for (1) guidance services, (2) vocational skill development, (3) personal development, and (4) preparation for civic responsibility. A brief description of procedures outlines the method for selecting members of twelve different vocational youth organizations and other groups to represent approximately 200,000 high school and 38,000 area community college students in the state. A separate section of the report is devoted to each of the four needs areas. Each section lists student observations and recommendations, advisory or the four needs areas, Each section issis student observations and recommendations, advisory council analysis of those responses in light of research data and other considerations, and con-cluding recommendations. Discussion guidelines and student speeches are appended. (JT)

ED 146 424 08 CE 013 566 A Pre-Vocational Developmental Program for Georgia's Area Vocational-Technical Schools. Athens Area Vocational-Technical School, Ga.

Spons Agency—Georgia State Dept. of Educa-tion, Atlanta.; Office of Education (DHEW),

Pub Date 1 Jun 77

Note—77p.; Appendix 5 was missing from document prior to printing
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage. Descriptors—Communication Skills, Educational Counseling, Guidance Counseling, "Guidance Services, Instructional Materials, "Occupational Guidance, Post High School Guidance, Post Secondary Education, Program Administration, Program Descriptions, Remedial Courses, Remedial Mathematics, "Remedial Programs, "Student Placement, "Technical Education, "Vocational Education," *Vocational Education Identifiers—*Georgia

A model program was developed to provide medial experiences that would allow individuals who fail to meet minimum entrance requirements for postsecondary vocational education to reach an acceptable level for admission into regular programs. The project encompassed three majo areas of instruction: vocational/technical mathe ajor matics, vocational/technical communications, and vocational guidance. Entering students took a Test of Adult Basic Education (TABE) and participated in an intake interview designed to set individual goals and develop an individually prescribed curriculum which could contain in-struction in either or all of the three major curstruction in either or all of the three major curriculum areas. At the end of the individually prescribed program (approximately six weeks) the individual was re-evaluated with possible options of entry into a regular program, placement in an evaluation lab, referral to an outside agency, or recycling through the prevocational lab. cy, or recycling through the prevocational lab.

During the first year's operation 106 people were
served. Of these, fifty-eight completed their work and met required scores upon posttesting, with twenty-six enrolling in regular programs and thir-ty-two being placed on waiting lists for their par-ticular program. Forty-eight students dropped out of pre-tech before completion. (Instructional materials used in the program are described, and charts, comparative tables, and statistical data on the students are included.) (BL)

ED 146 425 CE 013 569 Public Information Program for Occupation Specialists. A Catalyst for Action. Florida State Dept. of Education, Tallahassee. Report No.—DVE-07-01-77-400
Pub Date Jul 77

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage. Descriptors—*Communication Skills, Counselor Role, Guidance Personnel, *Guidance Services,

Role, Guidance Personnel, *Guidance Services, Mass Media, *Occupational Guidance, Paraprofessional School Personnel, *Public Zervices, School Community Relations, Pupil Personnel Services, School Community Relationship, Secondary Education, Specialists Identifiers—Florida, Occupational Specialists

Developed for use in an inservice workshop for Community Resolutions in the Proceedings of the Personnel Procedulation of the Personnel Personnel

Developed for use in an inservice worksnop for occupational specialists in two Florida counties, this manual presents strategies for publicizing the activities of occupational specialists to gain continued public support for their role in school guidance and placement services. A public information program is outlined in the form of specific publicity activities directed to various "key publics" within the community and school. (A brief history is included of the Florida occupabrief history is included of the Florida occupational specialists program in which work-experienced people are employed by schools to
assist students with career decisions and placement. This is followed by an occupational specialist job description and a listing of monthly activities. A sample completed occupational specialist activities quarterly report is also included.)
The bulk of the manual presents suggested activities (each with stated goals, objectives, and
procedures) for developing publicity materials addressed to specific key publics: school boards,
chambers of commerce and recruiters, parents
and parent groups, community service agencies,
senior citizens, the media, and State House and
Senate members. (BL)

CE 013 577

ED 146 426
Feichtner, Shella H. O'Brien, Thomas W.
A Position Paper on Mainstreaming Special Needs
Students into Regular Vocational Classrooms.
Recommendation to the State Advisory Council
for the Bureau of Vocational Education.

Pittsburgh Univ., Pa. Pub Date 14 Dec 76

Pub Date 14 Dec 76

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Role, Disadvantaged Youth, Handicapped Students, *Instructional Design, Instructional Improvement, Instructional Systems, *Models, Parent Role, Public Support, *Regular Class Placement, Remedial Teachers, Resource Staff Role, School Support, Special Education Teachers, *Staff Role, *Vocational Education, Vocational Education

Problems encountered in vocational education mainstreaming and recommended improvements are presented in this paper. A brief history introduces the concept followed by specific definitions of "training," "education," and "mainstreaming," as applied to vocational schooling. Three general operational models are described and graphically presented. Model guidelines developed for the instructional system, the instructional team, and supportive services are listed and include the following: development of prescription teaching, the student-instructional study team, competency based evaluation, and open entry and exit (instructional system); the role of vocational teachers, special education teachers, remedial teachers, vocational students, and vocational resource persons (instructional Problems encountered in vocational education and vocational resource persons (instructional team); and the role of the administration, comreaming and the role of the administration, community agencies, and parents (supportive services). Conclusions present a rationale for providing a vocational resource person for mainstreaming programs, and lists the required qualifications. Twelve recommendations for active steps to be taken at the local, state, and national levels are presented and include university development to orient special education teachers to the concept or vocational education teachers to the concept of vocational education, and education of the public about their responsibility for special needs students and the responsibilities of vocational education. (BL)

ED 146 427 08 CE 013 581 ED 140 421

OR Gearhart, Robert E. McMillen, Stephen
A Study of a Two Hour Time Block in Industrial
Education. Final Report.
Newport Independent School District, Ky.

sons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.: Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education. Bureau No-G25810

Pub Date Jul 77

16 Date 3th 77 17 Date 3th 77

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

DRS Price MF-\$0.83 HC-\$2.06 Plus Postage. escriptors—*Academic Achievement, Attendance, Dropout Rate, Educational Research, *High School Students, Schedule Modules, *Scheduling, School Schedules, Senior High Schools, Student Attitudes, Teacher Attitudes, *Time Factors (Learning), *Trade and Industrial Education

trial Education

Hypotheses of a study of two-hour as opposed
to three-hour training blocks for industrial vocational education students were as follows: (1)

Achievement of students in a two-hour block for tional education students in a two-hour block for three years will be equal to that of students in a three-hour block for two years, (2) student attitudes toward themselves, school, and the world of work will significantly increase, and (3) there will be a significant decrease in dropout rates and absenteeism. Students in the two-hour vocational block classes at Newport High School (Kentucky) were matched (paired) with three-hour vocational block classes at vocational schools in the northern Kentucky area in parallel programs: printing, construction electricity, mechanical printing, construction electricity, mechanical drafting, and commercial art. Pre- and posttests administered to all at the beginning and end of the first year included the Ohio Trades Achievement Test and Bill's Index of Adjustment and ment Test and Bill's Index of Adjustment and Values. Comparisons were made between test results of high school juniors in each matched pair grouping, and dropout and attendance rates were examined for Newport students. No significant conclusions about the effectiveness of the two-hour block could be reached after the project's initial year. Recommendations for continuation of the study include focus on improving both the testing situation and communication between all parties. (JT)

ED 146 428 CE 013 583

Herschbach, Dennis R.

Teaching Special Needs Students. Selected
Resources for Vocational Teachers and Teacher

Maryland Univ., College Park. Dept. of Industrial

pons Agency—Maryland State Dept. of Educa-tion, Baltimore. Div. of Vocational-Technical

Pub Date 77

Note—369.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors...*Bibliographies.

Disadvantaged
Youth, Handicapped Students, Individualized
Instruction, Job Placement, Program Design,
*Program Development, Program Evaluation,
*Special Education, Student Behavior,
*Vocational Education

This bibliography presents material relating to the development and implementation of instructional programs for special needs students. It addresses a number of instructional concerns such as program design, student behavior, evaluation, individualizing instruction, and job placement. individualizing instruction, and job placement. Material cuts across the various categories of disadvantaged and handicapped and is divided into the following sections: (1) books relating to the special needs students; (2) journal articles relating to the teaching of special needs students; (3) publications from agencies and organizations serving special needs students; (4) agencies and organizations serving special needs students; and (5) relevant abstracts, indexes, and journals.

CE 013 597 ED 146 429 08

Bohan, John F.
Teacher Assistant Training Project. Final Report.
Clackamas Community Coll., Oregon City, Oreg.
Spons Agency—Bureau of Occupational and
Adult Education (DHEW/OE), Washington,
D.C.; Oregon State Dept. of Education, Salem.
Bureau No—E-M-7-76

Pub Date Jun 77

-57p.; For a related document see CE 013

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage escriptors—*Career Planning, Community Colleges, Demonstration Projects, Job Training, Junior Colleges, *Junior College Students, Pro-Junior Colleges, "Junior College Students, Program Descriptions, Secondary Education, Student Placement, Student Recruitment, "Teacher Aides, Teacher Programs, "Teaching Experience, "Vocational Education, Vocational Education Teachers
During the academic years 1975-1977 a model program was developed for recruiting, training, and placing technically competent community college students as teaching assistants to seconda-

ry school vocational education teachers. Students selected enrolled in a basic teaching methodology course and were placed in an area high school vocational education class where they obtained practical on-the-job training. A total of seven area high schools participated in the project with approximately 205 ninth through eleventh grade students involved. Approximately 143 community college administrators, faculty, counselors, and students were also involved, with significant involvement occurring for twelve students and twelve staff. Findings were that this experience aided the college students in deciding whether to enter a four-year teacher training institute, while aided the college students in deciding whether to enter a four-year teacher training institute, while also ascertaining other routes to becoming a vocational teacher. The project also benefited participating high schools through support services provided by the assistants, and by articulation between the institutes, providing greater understanding of vocational training programs. Project results indicated that a career specialization program such as this is a viable approach to decision making for vocationally oriented students. (The model, "Prospectus. Teacher Assistant Training Project. Transport Model," is available separately.) (BL)

ED 146 430 OR CF 013 598 han, John F.

Bonan, John F.
Prospectus. Teacher Assistant Training Project.
Transport Model.
Clackamas Community Coll., Oregon City, Oreg.
Spons Agency—Bureau of Occupational and
Adult Education (DHEW/OE), Washington,
D.C.; Oregon State Dept. of Education, Salem.
Bureau No—E-M-7-76
Pub Date Jun 27

Pub Date Jun 77 -46p.; For a related document see CE 013

597

EDRS Price MF-\$0.83 HC-\$2.06 Plus Post EDRS Price MF-\$0.83 HC-\$2.06 Plus Pestage.
Descriptors—*Career Planning, Community Colleges, Demonstration Projects, Job Training,
Junior Colleges, *Junior College Students,
*Models, Secondary Education, Staff Role, Student Placement, Student Recruitment,
*Teacher Aides, Teacher Programs, *Teaching
Experience, *Vocational Education, Vocational
Education Teachers Experience, *Vocati Education Teachers

To provide an introduction to a career in vocational teaching, a model developed in the Teacher Assistant Training Project at Clackamas Teacher Assistant Training Project at Clackamas Community College in Oregon is presented for recruiting, training, and placing technically competent community college students as teaching assistants to secondary school vocational education teachers. Project objectives and program benefits are outlined. Proposed functions of catalysts in the program, the project coordinator, counselors, and administrators are described. Suggested advisory committee members, responsibilities of the project coordinator, methods on selecting participants, and proposed courses for participants, and propect coordinator, methods of participants, and proposed courses for participants are outlined. Directions for surveying participating college students and participating secondary school personnel and students are also presented. Appendixes comprise two-thirds of the report and present materials used in the model: course outlines, procedures for selection of students, recommendation form, guidelines to the college student in the proposed education course, pre- and post self-assessment for college students, teacher assistant's evaluation of the Teacher Assistant Training Project, guidelines for cooperating instructors, cooperating instructors evaluation of teacher assistants, cooperating instructor's evaluation of Teacher Assistant Training Project, and student evaluation of teacher assistant. The final report, "Teacher Assistant Training Project," is available separately. (BL)

ED 146 431 CE 013 606 CE 013 606
Comprehensive Employment and Training Act.
Hearing before the Task Force on Human
Resources of the Committee on the Budget,
House of Representatives, Ninety-Fifth Congress, First Session (June 30, 1977)
Congress of the U.S., Washington, D.C. House
Committee on the Budget.
Pub Date 30 Jun 77

Pub Date 30 Jun 77

Note—54p.; Contains occasional small print EDRS Price MF-\$0.83 HC-\$3.50 Plus Postag

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—"Federal Aid, Federal Legislation,
"Federal Programs, Federal State Relationship,
Financial Problems, "Financial Support, "Job
Training, On the Job Training, State Federal
Aid, Vocational Education, Welfare Services,
"Youth Employment, Youth Programs
Identifiers—"Comprehensive Employment and
Training Act

Training Act

Testimonies addressing the implementation of new federal employment training programs and the expanded Comprehensive Employment and Training Act (CETA) programs, the practicality of forward funding, and the relationship of CETA of forward funding, and the relationship of CETA to welfare reform are presented in this hearing record. Statements by representatives of the Department of Labor, the AFL-CIO, and the National Association of Counties are presented and include written questions submitted by the task force along with replies. Additional information submitted for the record includes prepared statements are backets for the National Labora of Cities. ments on behalf of the National League of Cities and the U.S. Conference of Mayors, information and the U.S. Conference of Mayors, information entitled "CETA Programs and Postprogram Experience of Participants," and two tables: "Comparison of Eligible Title VI Clients Identified as of May 31, 1977 to Hiring Goals and Allocations by Region and by State" and "Summer Youth Employment Survey." (BL)

08 CE 013 607 Tencher's Guide to a Vocational Education Con mon Core Curriculum.

California State Dept. of Education, Sacramento.
Spons Agency—Office of Education (DHEW), ashington, D.C.

Pub Date 77

Note—23p.
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Career Education, Communication

Skills, *Core Curriculum, *Educational Objec-Skills, "Core Curriculum, "Educational Objec-tives, Interfusciplinary Approach, Interpersonal Relationship, Job Application, Money Manage-ment, Self Concept, "Student Development, Teaching Guides, "Teaching Techniques, Vo-cational Development, "Vocational Education Personand us the result of a retiring of the uses."

Prepared as the result of a revision of the voca-tional education curricula by members of the Western State Curriculum Council (American Samoa, Arizona, California, Guam, Hawaii, Nevada, and the Trust Territories of the Pacific), this guide is intended to help meet the needs of both students and a highly technical and rapidly changing society. It provides for a common core, interdisciplinary approach to vocational training and emphasizes the concept of career education and the role of vocational education within that concept. Content focuses on six basic areas of student development: self-awareness; career development; interpersonal relationships; job acquisition, maintenance, progression, and change; personal money general skills development. Each of these six areas, which are designed for adoption or adapta-tion on local levels, includes a summary outline, primary goals, secondary goals to be achieved in the attainment of each primary goal, and some suggested instructional techniques and activities. (SH)

ED 146 433

CE 013 621

Mankiw, Dorothy S. Elefante, Michael A.
Beauty Culture I. Teachers Guide.
Spons Agency—Rutgers, The State Univ., New
Brunswick, N.J. Curriculum Lab. Pub Date 73

Note-509p.; For a related document see CE 009

Available from—New Jersey Vocational-Techni-cal Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brun-swick, New Jersey 08903 (BC-130, \$8.00 plus

postage)
EDRS Price MF-\$1.00 HC-\$27.45 Plus Postage.

Descriptors—Cosmetologists, *Cosmetology, Course Content, Course Evaluation, Curricu *Cosmetology, lum Guides, Educational Objectives, High School Curriculum, Hygiene, Laboratory
Manuals, Learning Activities, *Lesson Plans,
Secondary Education, Service Occupations,
Teaching Guides, Teaching Techniques, Tests,
*Unit Plan, Units of Study, Visual Aids,
*Vocational Education

Identifiers—New Jersey
This teacher's manual presents a course outline for the first semester (270 hours) of a four-semester course in beauty culture. The syllabus is divided into six sections and includes the following areas of instruction: shop, school, and the cosmetologist; sterilization practices in the beauty salon; scalp and hair applications and shampooing, hair styling; manicuring; and hairpressing and iron curling. Each of these major divisions con-sists of two or more unit plans which cover objectives, lesson sequence and lesson plans, teacher preparation, teaching tips, student activities, and

evaluation procedures. The remainder of the manual includes a suggested weekly plan book, 39 handout sheets, 17 tests with answer sheets, 107 transparency masters, and a sugge evaluation and record system. (Author/BM)

ED 146 434 CE 013 626 Tuttle, Robert

Source Unit in Estate Planning. Colorado State Univ., Ft. Collins. Dept. of Voca-

tional Education. Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date 77

Note-100p. Available from—Colorado State University, Curriculum Materials Service, Vocational Education Building, Fort Collins, Colorado 80523

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage Descriptors—Adult Farmer Education, Agricul-tural Education, Curriculum Guides, *Estate Planning, Insurance Programs, Money Manage-ment, Secondary Education, Unit Plan, *Vocational Agriculture, Young Farmer Edu-

This guide is designed to help vocational agriculture instructors meet the following objectives with their students: (1) to develop a basic understanding of the estate planning concept; (2) to develop an understanding of basic farm family estate planning objectives; (3) to develop an un-derstanding of the tools available to meet farm family estate plans; and (4) to develop the competencies necessary to organize and implement effective farm family estate plans. Seventeen units are presented, with each unit containing sug-gested objectives, motivational techniques, study questions, references, and a job analysis. Unit topics include becoming acquainted with the con-cept of estate planning; becoming acquainted with ways of titling property; utilizing installment contracts, the private annuity, wills, trusts, corporations, insurance, partnerships, gifts (eight separate units); providing for retirement; bringing young people into farming through estate planning; protecting interests of minor children; young people minimizing taxes; transferring property prior to death; developing the farm family estate plan; and acquiring competent assistance in estate planning. (BL)

ED 146 435 08 CE 013 643

Marson, Arthur A. And Others
Cost Benefit Model Development. Final Report.
Wisconsin State Board of Vocational, Technical,

and Adult Education, Madison.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Bureau No-10-029-151-227

Pub Date Jul 77 Note-203p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Adult Education, *Cost Effective-ness, Economic Research, Educational Finance, Educational Research, Instructional Student Costs, *Models, *Noncredit Courses, Post Secondary Education, Program Budgeting, Pro-gram Costs, Program Effectiveness, Program Evaluation, *Technical Education, *Vocational

Education Identifiers—Wisconsin

A one-year cost benefit analysis study was conducted by a consortium of technical institutes, and two cost benefit models were developed and refined for evaluating benefits and costs of ful-time vocational technical programs and aidable, noncredit adult education courses. The models were tested on a sample of nine full-time vocational technical programs and sixty-three adult education courses which reflected a cross-section of instructional areas in vocational technical education. Findings were that benefits from voca-tional technical education programs and aidable, noncredit education courses outweigh the costs of such courses for both the student and for soc in general, with the cost benefit ratio being 2.7 to 1.00 for society and 2.17 to 1.00 for an individual student. Six recommendations were offered and included further research being done on the noneconomic costs and benefits of vocational technical education. (Results of the test programs are presented in this report, as well as the models. Correspondence and sample cost benefit and survey forms are appended.) (BL) ED 146 436 CE 013 680

Gray, Madelaine Competency Assurance Program for Occupational Therapy Practitioners. Final Report. July 1, 1976 - June 30, 1977.

American Occupational Therapy Association, Rockville, Md.

ROCKVIIIE, Md.

Spons Agency—Health Resources Administration
(DHEW/PHS), Bethesda, Md. Bureau of
Health Manpower.

Pub Date Jun 77

Contract-HRA-231-76-0064

Contact
Note—92p.
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—*Agency Role, *Certification,
Theranists. *Occupational

DISS Price MF-\$0.83 HC-\$4.67 Plus Postage.
escriptors.—*Agency Role, *Certification,
*Occupational Therapists, *Occupational
Therapy Assistants, Performance Based Education, *Policy Formation, Post Secondary Education, Professional Associations, Program
Descriptions, Program Development,
*Standards dards

Identifiers-American Occupational Therapy As-

A project was developed to design policies and procedures for competency-based recertification for occupational therapists and occupational therapy assistants. Project activities included the exploration and appraisal of various methods of recertification, e.g., continuing education require-ments, audit/record review requirements, written ments, audit/record review requirements, written examination requirements. Criteria were developed and used to conduct the appraisal of these and other methods. After analysis of the ap-praisal results and discussion of several problems, such as generalist versus specialist recertification and continuing education requirements for relicensure, policies and procedures for the recertification of occupational therapists and occupa-tional therapy assistants were recommended, some of which follow: (1) that the American Occupational Therapy Association (AOTA) en-dorse, develop, and implement the concept of a comprehensive Competency Assurance Program comprehensive Competency Assurance Program for occupational therapy practitioners (components of the program are outlined in this report); (2) that the AOTA recertification process be developed, administered and periodically evaluated according to basic principles; and (3) that a minimum passing score be established. (This project report includes the following appended materials: contract scope of work, design and audit committee members, initial certification requirements, lapsed certification policies, and AOTA by-laws.) (SH)

ED 146 437 CE 013 686 Plumbing. A Catalog of Performance Objectives, Criterion Referenced Measures and Per-formance Guides.

Clemson Univ., S.C. Vocational Education Media

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Note-225p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Behavioral Objectives, Building Trades, Catalogs, *Criterion Referenced Tests, Guides, Maintenance, Performance Based Education, Performance Criteria, *Performance Specifications, *Plumbing, Post Secondary Education, Secondary Education, *Standards,

Task Performance, Vocational Education Identifiers—South Carolina, Vocational Technical Education Consortium States

Adapted from the Vocational-Technical Education Consortium of States (V-TECS) catalog, this comprehensive collection of performance objectives, performance guides, criterion-referenced measures, and other data relating to construction plumbing and maintenance plumbing was prepared for use in vocational programs in South Carolina. Each performance objective contains the condition under which the student will perthe condition under which the student will per-form the objective, the performance required of the student after instruction has taken place, and a job-relevant standard for measuring successful performance of the objective. The source of the standard for each objective is documented from one of the following three sources: job-based in-formation provided in technical manuals, certif-cation, requirements, or other accuments literature. cation requirements, or other germane literature; the level of performance agreed upon by incumbent workers and supervisors who served on the writing team or as consultants to the team; and the subject matter specialists who served on the

writing team. The source of the standard is identified in parentheses after each performance objective. A criterion-referenced measure follows each performance objective and is designed to test student achievement of the objective. The test student achievement of the objective. Ine-performance guides which accompany most of the objectives and measures are procedural steps identified as subordinate to task performance. Only one performance guide is given per item. Literature sources and a cross reference table are included in the passengitors. (PM) included in the appendixes. (BM)

ED 146 438 08 CE 013 689 Minority Ownership of Small Busine Case Studies.

District of Columbia Public Schools, Washington, D.C.; Education Systems Resources Corp.,

Arlington, Va.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Office of Minority Business Enterprise (DOC), Washington, D. C.

Report No—DHEW-OE-72-26

Pub Date 72

Note-95p.; For a related document see ED 074 284

Available from-Superintendent of Documents, Valuable from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-0882, \$1.00) EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage. Descriptors—Adult Education, Adult Vocational Education, *Black Businesses, Business, Busi-

ness Education, *Case Studies, Construction Industry, Financial Needs, *Financial Problems, Financial Support, Guides, *Management, Manufacturing Industry, *Minority Groups, Retailing, Service Occupations lentifiers—*Small Businesses

Intended as an alternative method of learning for the adult minority business student, this document presents thirty case studies of minority individuals who have started their own business ventures. These case studies are designed to provide material for class discussions, an intro tion for role playing, or a resource for individual study. Each case reports the events and circumstances as perceived by the individual business persons and others involved in managing, financing, or otherwise assiting the various ventures. The cases also illustrate the particular problems confronting the migrativ members who parconfronting the minority members who par-ticipate in a wide variety of businesses in retail sales, various areas of the service trade, manufac-turing, and construction. These case studies form the background for the materials presented in "Minority Ownership of Small Businesses-In-structional Handbook" (see related note). (BM)

ED 146 439 CF 013 692

Cernota, Henry R.
Truck Mechanic Apprentice Training. Pub Date Aug 75

Note—162p.

Note—162p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Educational Education Vocational Education. Descriptors—Adult Vocational Education,

*Apprenticeships, Auto Mechanics,

*Educational Needs, Educational Problems,
Job Skills, Job Training, Mechanical Skills,

*Mechanics (Process), Needs Assessment, *On
the Job Training, *Program Improvement,
State of the Art Reviews, Surveys, Technical
Education, Vocational Education
Identifiers—Illinois (Chicago), *Trucking Indus-

A study was conducted to identify the current needs of truck mechanic apprenticeship training programs, the problems experienced in these programs, and possible solutions to these problems. Research data was collected by the following seatouts. A cuestionairs was competed by methods: A questionnaire was completed by operating and maintenance people in the trucking industry in the Chicago metropolitan area; current literature on new methods as well as old in the solution of truck apprentice mechanic training were reviewed; and current regulations of apprentice mechanic training in conjunction with trucking associations, mechanics' unions, and federal and state regulating bodies were reviewed. Five areas of need which have caused problems when unfulfilled were identified as (1) economic when untuitined were identified as (1) economic conditions that determine the need for apprentices, (2) training facilities that are available and readily accessible to the apprentice, (3) willingness on the part of dealer management and the shop mechanics to take time to teach the apprentices, (4) willingness of the dealer to hire a man less qualified than a journeyman mechanic, and (5) willingness of the mechanics' union to

encourage apprentice training in spite of reces-sion in business. A recession-proof system, which includes a built-in reservoir of qualified in-training apprentices, is proposed. (The effects of such a system are discussed and further recommendations are given.) (BM)

CE 013 695

ED 146 440

Rational Workshop to Increase Spanish Speaking American Participation in Vocational Education at All Levels. Final Report.

Kean Coll. of New Jersey, Union.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.; Office of Education (DHEW), Washington, D.C.

D.C.
Pub Date [76]
Note—43p.: Pages 2-4 may be marginally legible due to print quality of original
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
*Bilingual Students, *Educational secriptors—"Bilingual Students, "Educational Needs, Mexican Americans, Needs Assessment, Personnel Needs, Post Secondary Education, Program Development, Program Improvement, Program Development, Program improvement,
*Program Planning, Puerto Ricans, Secondary
Education, Spanish Americans, *Spanish
Speaking, Staff Improvement, State of the Art
Reviews, *Student Needs, Student Recruitment, *Vocational Education, Workshops
To determine the needs of Spanish-speaking
students with limited English-speaking ability who
are enrolled in all levels of vocational education,
agrics of three workshops were conducted to as-

a series of three workshops were conducted to assess the vocational education needs of Mexic Americans and Puerto Ricans and to identify the commonalities and divergencies of the needs resulting from the assessments. Participants in the workshops, which were conducted in the southwestern and eastern parts of the country, included representatives from the Spanish-spea American vocational education community, state decision makers, and vocational educators concerned with attracting Spanish-speaking Americans into vocational education. The findings of all three workshops were analyzed and synthesized by a representative task force, and a state of the art report was prepared. The thirty-one recommendations derived from the synthesis focused on three basic components of an effec-tive plan of action (recruitment, program development, and personnel development). These recommendations were presented to state and federal agencies concerned with vocational education in hopes that the recommendations be implemented in a plan of action. (BM)

ED 146 441 08 Career Planning Support System. Decision Guide. Ohio State Univ., Columbus. Center for Voca-

tional Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [77] Contract—NE-C-00-3-0079

Note-13p.; For related documents see CE 012 561-576

Available from-Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Administrator Guides, *Career Descriptors—Administrator Guides, Planning, *Guidance Programs, Guides, "Aunangement Systems, "Occupational Guidance, Program Descriptions, Program Design, Secondary Education Identifiers—"Career Planning Support System This brief guide describes the Career Planning

Support System (CPSS), a career guidance management system designed to be integrated into a high school's operations and also designed for district or state application. The guide covers the following aspects of CPSS: (1) the CPSS per-spective and five skill categories (self-awareness, spective and tive skill categories (set-awareness, social awareness, and personal decision making; career exploration; job acquisition and adjustment; education and training exploration; and education and training acquisition and adjustment); (2) the CPSS process (three steps); (3) benefits; (4) cost, personnel needs, and equipment and supplies; (5) information on field testions and (6) in our sidelibit statement (54). ing; and (6) an availability statement. (SH)

ED 146 442 08 CE 013 734 Post-Secondary Vocational-Technica Training, 1975-1976. Final Report. Vocational-Technical

EPD Consortium C, Houston, Tex.

Spons Agency—Office of Education (DHEW),
Washington, D.C.; Texas Education Agency,

Austin. Dept. of Occupational Education and Technology. Pub Date 76

Note—92p. EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Community Colleges, Consortia, Credit Courses, Delivery Systems, *Educational Needs, Education Courses, *Inservice Teacher Recus, Education, Junior Colleges, Needs Assessment,
*Post Secondary Education, Program Descriptions, Program Effectiveness, Program Evaluation, *Teacher Education, Technical Education, *Vocational Education, *Vocational Education Teachers

Identifiers—Texas

Objectives of a training project for a consorti-um of colleges were to provide on-site assistance to new vocational technical teachers, conduct ap-proved teacher education courses for eligible peronnel, assist the state in conducting w for vocational technical personnel, develop needs assessment and delivery system with community colleges, assist in field testing national occupa-tional competency testing, and provide other sertional competency testing, and provide outer screen vices throughout the year for professional improvement of postsecondary vocation technical personnel. A comprehensive needs assessment was conducted and a delivery system consisting of workshops, formal courses, and student self-instructional modules was developed. Four graduational modules was developed. Four graduational modules was developed. structional modules was developed. Four gradu-date-level classes were taught at consortium col-leges and seven workshops with 166 participants were conducted. The four classes were widely ac-cepted by the teachers, and although the workshops were limited in content and numbers, they seemed to benefit the teachers in atnce. Sets of self-instructional modules made tendance. Sets of self-instructional modules made available to the participating community colleges were not widely used. Nothing was done with occupational testing and that part of the project was dropped. Conclusions were that although the expertise of the teacher educators was not fully utilpertise of the teacher educators was not runy unized, the project was a beginning in providing a needed service, and it was recommended that it be continued and intensified. (The major portion of this report-sixty-three pages--is comp appendixes presenting the project budget, needs assessment instruments and data, teacher and administrator reactions and evaluations, course out-lines, and participant data.) (BL)

ED 146 443 CE 013 764 Projections of National Requirements for Dentists. 1980, 1985, & 1990. Health Manpower

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Dentistry. Report No--DHEW-HRA-77-48 Pub Date Jul 77

Note—92p.
EDRS Price MF-\$0.83 HC-\$4.67 Plus Posts

Descriptors—Dental Assistants, Dental Health, Dental Hygienists, Dental Technicians, *Dentists, *Employment Projections, *Labor Market, *Labor Supply, *Manpower Needs, National Surveys, Paraprofessional Personnel,

National Surveys, Paraprofessional Personnel, Trend Analysis Identifiers—United States

To provide a general picture of how the private dental office personnel picture is expected to evolve under particular assumptions, this report presents the projections of the national supply and requirements for dentists for 1980, 1985, and d requirements for dentists for 1980, 1985, 1990. General implications for dental auxiliary personnel are also discussed. Factors determining the demand and supply of dental services, which include past demand, population growth, economic growth, dental insurance coverage, and technological progress, are analyzed along with developing trends in dentistry and their an-ticipated effects on supply and demand. Areas identified for needed additional research include dental prepayment and fluoridation. A fifty-six-page appendix describes in detail the supply-de-mand forecast model used and examines past and developing trends which affect dental supply and demand relationships: engineering advances, or-ganizational change in dentistry, prevention of dental disease, and third-party payment. (BL)

Johnson, Alton C. And Others

Johnson, Atton C. And Others
An Investigation into the Nature, Causes, and Implications of the Future Role of the Health Care
Administrator. Final Report.
Wisconsin Univ., Madison. School of Business.
Spons Agency—Health Resources Administration
(DHEW/PHS), Bethesda, Md. Bureau of

Health Manpower.

Pub Date 31 Mar 77 Contract-231-75-0004

Note—472p.; Some pages may be marginally legible due to print quality of original EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage.

Descriptors—*Administrative Change,
*Administrative Personnel, *Administrator
Education, Administrator Qualifications, Administrator Responsibility, *Administrator Role, Chief Administrators, Futures (of

ety), Health Facilities, Health Personn Health Programs, *Health Services, *Hospital Personnel, Hospitals, Job Skills, Professional Continuing Educate Research, Role Models Education, Questionnaires,

Objectives of the project described in this re-port were to (1) determine the nature of changes occurring in the role of health care administra tion; (2) ascertain the causes of the roles; (3) develop recommendations for the initial and continuing education of health care administrators; and (4) note barriers to role implementation. Chapter I presents a general narrative summary of the study and itemizes the conclusions reached. The second chapter delineates the profile of the hospital chief executive officer, while the third chapter reviews the literature relevant to the research and develops a role model of the chief executive officer. Chapters 4 through 6 analyze data related to meeting the project's objectives: chapter 4 analyzes the results of a questionnaire distributed to a sample of hospital, long-term care, clinic and health maintenance organization administrators, with results pertaini particularly to objectives 1 and 2; the fifth chapter reports data obtained in open-ended discussion interviews with selected groups of administrative leaders concerning changing issues in hospital administration; and chapter 6 reviews the data related to the educational needs of health services administrative personnel. The last chapter discusses future challenges and barriers to the implementation of role changes and educational development. A forty-page appendix describes the methodology of the research questionnaire and presents samples of questionnaire forms used in the research. (BL)

ED 146 445 CE 013 784

Frantz, Nevin R., Jr. Trange, Nevir K., Jr.
The Development and Field Testing of a Computer-Managed Delivery System for Individualizing Instruction in Multioccupational Programs for Vocational Education. Final Re-

port.

Delaware Univ., Newark. Coll. of Education.

Spons Agency—National Center for Educational

(DHEW/OE). Research and Development (DHEW/OE), Washington, D.C.

Bureau No-498AH60022 Pub Date 20 Jul 77 Grant-G007603807

Note—36p.; Best copy available EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors--*Autoinstructional *Career Exploration, *Computer Assisted Instruction, Computer Programs, Delivery Systems, Educational Research, High School Students, *Individualized Instruction, Learning Modules, Methods Research, Occupational Guidance, Programed Instruction, Programed Units, Secondary Education, Technical Educa-tion, *Technical Occupations, *Vocational

Education

A project was conducted to develop and field test a computer based system to manage an individualized instructional approach for multioccu-pational programs in vocational education. A computer managed system was prepared which scheduled students individually for a variety of instructional areas within an occupational cluster. An individualized instructional module was delivered, via a computer terminal, which twenty ninth grade students completed under the direction of an instructor. Achievement of the cognitive information for this module was accom plished by a post-check which students received from the terminal. Feedback to the responses for the post-check items was provided to the students and a record of their status was kept by the computer and provided to instructors when needed. The results of the field test indicated that a viable computer managed instructional system for individualizing instruction in a multioccupational program could be developed and implemented successfully. Additional research and development should be conducted to determine the effectiveness and efficiency of the approach in providing career exploration experiences and job entry competencies for students enrolled in vocational education programs at the secondary school level. Appendixes comprise half of the thirty-two-page report and contain samples of the computerized materials used in the project. (Author/BL)

CE 013 790

ED 146 446

Zajano, Nancy C. Arnoff, Steven M.
Mobile Career Education Resource Unit, 19761977. Final Evaluation Report.

Rhode Island Coll., Providence. Center for Evaluation and Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 15 Jul 27

Pub Date 15 Jul 77

Note—106p. EDRS Price MF-\$0.83 HC-\$6.01 Plus Posts

Descriptors—Administrator Attitudes, Bilingual Education, *Career Education, Educational Resources. Elementors. Resources, Elementary Secondary Education, Plaformation Dissemination, Instructional Services, *Program Effectiveness, Program Evaluation,

*Resource Centers, *State Programs, State Sur
*Resource Centers, *State Programs, State Surveys, Teacher Attitudes

Identifiers-*Rhode Island

A project to transport career education resources to teachers in Rhode Island's elementary and secondary schools was evaluated on the basis of its seven objectives: (1) to publicize in-formation about career education and the materials and services provided by the project, (2) to make available career education materials, resources, and services to be used in classroom instruction, (3) to demonstrate effective career education materials to the educational community, (4) to develop a state-wide information net-work about career education, (5) to make availa-ble curricular materials that classroom teachers can use to inform young women about nonconventional career possibilities, (6) to develop career education materials for bilingual and/or non-English speaking students, and (7) to make career education information available to survey a random sample of state elementary, middle, and high school superintendents, principals, teachers, and counselors to determine their awareness of the services and satisfaction with and utilization of the materials. The evaluator concluded that five of the seven objectives (all except number 3 and number 6) were successfully accomplished and that the project has been remarkably success ful in advancing the concept of career education in Rhode Island. (JT)

ED 146 447 95 CE 013 802

Kuhn, Sara E. Rossing, Boyd E.
Handbook for Community Problem Solving.
Georgia Univ., Athens. Center for Continuing Education. Spons Agency--Office of Education (DHEW),

ashington, D.C. Pub Date 77

Note-36p.; For a related document see CE 013 803

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—*Community Action, *Community Involvement, *Community Problems, Guides, Leadership Responsibility, Organizational Communication, *Problem Solving, *Program

Planning
This handbook is a practical guide that can be Inis nandbook is a practical guide that can be used by an individual, group, or group leader in planning an active role in community development. Major topics covered are organizing the group; purpose and structure of your organization; how to identify the problem; planning an active program to solve a community problem; planning a large meeting or workshop; chairing a large meeting or workshop; chairing a small group or committee meeting; making your resence felt in the community; communications. group or committee meeting; making your presence felt in the community; communications, details, and paper work; and resources available to you. Each of the topics is presented in detailed steps or guidelines for carrying out the specific activity. This guide's companion publication, "Community Problem Solving: Mobilizing the Disadvantaged-A Training Model," is also available. (SH) ble. (SH)

ED 146 448 95 CE 013 803 Rossing, Boyd E. Kuhn, Sara E.
Community Problem Solving: Mobilizing the Disadvantaged. A Training Model.
Georgia Univ., Athens. Center for Continuing

Spons Agency—Off Washington, D.C. Pub Date 77 -Office of Education (DHEW),

Note-47p.; For a related document see CE 013

802 EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—Citizen Participation, *Community Action, *Community Involvement, Community Resources, *Disadvantaged Groups, Educa-tional Strategies, Guides, Leadership Responsi-bility, *Leadership Training, *Models, Needs Assessment, Planning, *Problem Solving, Train-

Assessment, Planning, "Protein Solving, I raning
This training model and accompanying a handbook (see related note) are based on the University of Georgia Rural Women Project, a two-year
leadership training project which tested the
model in Morgan County, Georgia, and had some
success in developing effective community
problem solving with the rural black community
in that county. The following four phases of the
model are described in separate sections: orientation (that preliminary foundation which a trainer
or trainers should possess before going into a
community to work with citizens); engagement
(the process by which citizens and trainers come
into contact and mutually assess the need for
training); disengagement (begins initially with the into contact and mutually assess the need for training); disengagement (begins initially with the formalization of a leadership body and continues through the formalization of the organization as a self-sustaining citizen group); and follow-through and follow-up (the ongoing roles of trainers and citizens following complete disengagement). Ap-pended material includes a brief history of the project, the model breakdown, assessment profile, and sources of trainers. (SH)

ED 146 449 CE 013 820

Caldwell, Phyllis A.
Information Systems: An Introduction for Adult

Pub Date 31 Oct 77

Note—25p.; Speech presented at the National Adult Education Association Meeting (Detroit, Michigan, October 31, 1977)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Education, Information Needs, Information Processing, *Information Systems, *Management Information Systems, Systems, *Management time in the systems, *Marketing, Occupational Information,

In this paper, the author's primary focus is on a marketing information system and its potential importance for adult educators. The content is in n sections. The first two sections briefly troduce information systems in general and their relevance for adult educators. The third section briefly describes general management information systems; the Massachusetts adult basic education information system is provided as an illustration. The next two sections briefly highlight two systems, research or resource information systems systems, research or resource information systems and occupational information systems. The ERIC Clearinghouse on Career Education and the ADELL (Adult Education and Lifelong Learning) Clearinghouse are provided as examples for the first system and the Massachusetts Occupational Left-Secretic Country in the Country of t tional Information System is used to illustrate the latter system. The sixth section describes the mar-keting information system, outlines key questions for determining the marketing information needs of managers, discusses five functional com-ponents of the system (information sources, colponents of the system (information sources, col-lection, process, reporting, and information uses), and identifies the dimensions along which the system might be evaluated. The final section discusses the functional components of a market-ing information system for continuing education and summarizes some of the benefits anticipated for a continuing education program through the use of the system. (EM)

ED 146 450 CE 013 831

Job Counseling and Placement for the Use of Basic Skills. Volume 1: Techniques. Synectics Corp., Allison Park, Pa. Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date Jul 77

Contract-DL-20-42-74-19

Note-103p.; For a related document see CE 013 EDRS Price MF-\$0.83 HC-\$6.01 Plus Posts

Descriptors—Basic Skills, Counseling Services
*Employment Opportunities, Guides, Job
Development, *Job Placement, Job Skills
*Mentally Handicapped, Occupational

Guidance, Slow Learners, *Vocational Coun-

Primary intended users of this first volume of a Primary intended users of this first volume of a two-volume handbook are professional counselors and placement officers involved in expanding the range of jobs available to persons having only basic cognitive skills (e.g., mentally retarded, slow learners, learning disabled). Agencies which would find it useful included employment service offices, schools, rehabilitation agencies, sheltered workshops, private employment agencies, govern-ment personnel offices husiness and industry. ment personnel offices, business, and industry. The handbook broadly summarizes knowledge ment personnel offices, business, and industry. The handbook broadly summarizes knowledge about jobs (volume 2) and counseling-placement activities (volume 1) relative to the use of basic skills. General and specific reference is made throughout to more detailed techniques and information. Suggestions in this first volume are presented within chapters which correspond to the sequence of activities performed. Chapter 1 suggests ways to assure a full and fair definition of the capabilities of each client. Steps that counselors and placement officers might take to expand the client's job competencies are suggested in chapter 2. Chapter 3 describes how to use existing job availability information to find appropriate jobs for the client group, and chapter 4 deals with creating or developing additional job opportunities. Chapter 5 suggests ways in which information about specific clients and specific job opportunities can be brought together to optimize the client placement. General guidance for the collection and use of data by which managers and administrators can enhance the counseling-placement process are presented in the appendix. ment process are presented in the appendix. (Volume 2, available separately, summarizes requirements information for more than 8,000 relevant occupations selected from the more than 14,000 listings in the "Dictionary of Occupational Titles" (FT) Titles.") (JT)

ED 146 451 CE 013 832

Munger, Sara J. And Others
Job Counseling and Placement for the Use of
Basic Skills. Volume 2: Jobs.
Synectics Corp., Allison Park, Pa.
Spons Agency—Employment and Training Ad-

ition (DOL), Washington, D.C.

Pub Date Jul 77 -DL-20-42-74-19 Contract-

Note-400p.; For a related document see CE 013

EDRS Price MF-\$0.83 HC-\$20.75 Plus Po Descriptors—Basic Skills, Classification, Employment Opportunities, *Employment Qualifications, Guides, Indexes (Locaters), *Job Skills, *Mentally Handicapped, *Occupational Information, Occupations

Primary intended users of this second volume of a two-volume handbook are professional counselors and placement officers involved in expanding the range of jobs available to persons having only basic cognitive skills (e.g., mentally retarded, slow learners, learning disabled). Summary job requirements information is presented for more than 8,000 occupations selected from the more than 14,000 occupations listed in the third edition of the "Dictionary of Occupational Titles" (DOT). The information is intended to support the counseling and placement actions sug-gested in volume 1. Each of the occupations included has been judged by analysts to have requirements not in excess of an eighth grade level of educational development. Each occupation has also been judged for the purpose of determining the level of mental processing required on inputs from sensory modes-sight, au-dition, touch/kinesthesis, taste, and smell. None are expected to require more than one year of specific vocational preparation. Many included have far less rigorous demands than these. Content is structured on the basis of DOT classification. Nine major occupational categories are included: (1) professional, technical, and managerial occupations, (2) clerical and sales, (3) service, (4) farming, fishing, forestry, and related, (5) processing, (6) machine trades, (7) bench work, (8) structural work, and (9) miscellaneous. (JT)

ED 146 452 08 An Analysis of Current and Projected Personne and Professional Development Needs in Occupational Education in Massachusetts Publis Schools. Phase II of a Professional Developmen Study for Massachusetts, Volume IV.

Boston Univ., Mass. School of Education.

ons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington,

D.C.; Massachusetts State Dept. of Education, Boston. Div. of Occupational Education. Pub Date Sep 77 Note—75p.; For related documents, see ED 137 570 and CE 013 400-402

EDRS Price MF-\$0.83 HC-\$3.50 Plus Posta DRS Price MF-\$0.83 HC-\$3.50 Plus Postage. escriptors—*Administrative Personnel, Career Education, Comprehensive High Schools, Education, Comprehensive High Schools,
*Needs Assessment, Performance Based
Teacher Education, *Personnel Needs,
*Prediction, Professional Personnel, State Surveys, Tables (Data), Teacher Supply and Demand, *Vocational Education, *Vocational Education Teachers, Vocational High Schools Identifiers—*Massachusetts

This is the fourth of four volumes reporting phase 2 of a two-phase project to examine the competency-based vocational teacher education ment and analyze the current state of the movement and analyze the current state of the art (phase 1), and to assess the implications for preservice, inservice, and leadership level professional development programs in career and occupational education in Massachusetts (phase 2). This volume presents the results of a state-wide survey designed to determine the current and projected (1980) staff and program needs for occupational education in successional stechnical and cupational education in vocational-technical and cupational education in vocational-technical and comprehensive school districts. (Two separate instruments were used to gather data. One set was sent to superintendent-directors of all regional vocational-technical schools, and to the director of all approved vocational education programs within a comprehensive school system. The other set was sent to the director of occupational education and comprehensive school systems. The cation in all comprehensive school systems. The cation in all comprehensive school systems. The overall survey response rate was 55%.) Data are provided in tables containing a summarization of the responses provided by the survey. Several conclusions and implications drawn from all tables and from specific tables are briefly outlined. Appendixes contain the vocational and occupational survey instruments and letters to participants. (TA) pants. (TA)

ED 146 453 CE 013 870

Schein, Jerome D. And Others Continuing Education of Deaf Adults. Report of a

New York Univ., N.Y. Deafness Research and Training Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 76

Contract-OEC-0-74-7961 Note-134p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
Descriptors—*Access to Education, Administrator Attitudes, *Adult Education, *Adults, tor Attitudes, "Adult Education, "Adults, "Deaf, Deaf Research, "Delivery Systems, Educational Opportunities, "Educational Problems, Educational Television, Individual Characteristics, National Surveys, Needs Assessment, Post Secondary Education, Program Development, Program Improvement, Programing

(Broadcast)
The identification of problems relating to deaf adults' access to nondegree-oriented programs of adult and continuing education (ACE), and sug-gestions for alternative solutions are the focus of this report of a national survey of 641 (response rate) deaf persons (those persons who cannot hear and understand speech spoken directly into their better ear). Following introductory material (chapter 1), chapter 2 defines the size and characteristics of the prevocationally deaf popula-tion in the United States. Included is basic demographic data on the age, sex, race, and geographical distribution of the population. The third chapter reviews the literature on ACE prochapter reviews the literature on ACE programming for general and deaf adult populations, focusing on the definition of ACE, characteristics of ACE participants, delivery systems, teaching methods and techniques, courses offered, and obstacles confronting deaf adults seeking ACE. The methodology followed in the needs assessment of continuing education for deaf adults is described in chapter 4. The fifth chapter presents the major findings of each survey conducted. The raw data and frequency distributions of responses to each question in each survey are given. These are followed by intergroup comparisons to identify areas of consensus and disagreement among the groups surveyed. Chapter 6 brings the material discussed in the preceding three chapters together for a in the preceding three chapters together for a delineation of the implications of the needs as-essment. Interpretation of the results of the study provides the basis for policy recommendations presented in chapter 7 for consideration by the U.S. Office of Education, along with an-ticipated costs of each. (SH)

ED 146 454 CE 013 871

Milne, Bruce G. Lindekugel, Karen J.
Vocational Education: An Opportunity for the
Gifted and the Talented Students.
South Dakota Univ., Vermillion. Educational
Research and Service Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington,

Contract—300-76-0306 Note—37p.; For related documents see CE 013 781-784. Several black and white photographs

may not reproduce well EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—*Career Education, Counselor Role, Educational Needs, *Gifted, Guides, Individual-ized Instruction, Occupational Guidance, *Student Characteristics, *Talented Students,

*Vocational Education

Developed particularly for vocational educators, guidance and counseling personnel, and tors, guidance and counseling personnel, and directors of gifted education programs, this booklet (brochure) is intended to bring about a pookiet (procedure) is included to variage greater awareness of the occupational opportunities for gifted and talented students through vocational education. Initial discussion focuses on definition and need for synthesis of the following concepts: equal opportunity, guidance and coun-seling, special education, career education, gifted education, and vocational education. Some characteristics of gifted and talented students and their identification are discussed briefly. remainder of the booklet is an overview of the possible vocational programs and potentially satisfying jobs for the gifted/talented. Final emphasis is on the importance of guidance and counseling for the gifted, Photographs illustrate the text. (JT)

ED 146 455 CE 013 872 Milne, Bruce G. And Others
Vocational Education: A Challenging Alternative
for the Gifted and the Talented Student. A

Manual for Guidance Counselors.
South Dakota Univ., Vermillion. Educational
Research and Service Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington,

D.C. Curriculum Development B Pub Date 76 Contract-300-76-0306

Note-90p.; For related documents see CE 013 871-874 EDRS Price MF-\$0.83 HC-\$4.67 Plus Postag

Descriptors-Ability Identification, Career Education, Career Ladders, Career Planning,
Counselor Role, *Gifted, Guides, Occupational
Clusters, *Occupational Guidance, Special
Education, Student Characteristics, Student
Testing, *Talented Students, Talent Identification, *Vocational Counseling, *Vocational

Education

Education
Focus of this manual for secondary and postsecondary guidance counselors is on the counseling of gifted and talented students about vocational education programs and their usefulness in
career planning. Introductory sections address the
current status of vocational education, gifted education, and guidance counseling with attention to
the suitance counseling in the approximate the guidance counselor's role in an appropriate synthesis of the three. The concept of educational and occupational ladders is presented with respect to what vocational education can con-tribute to the gifted and talented student. Treatment is geared to the fifteen occupational clusters. A section on implementation of a guidance program for the gifted and talented in vocational preparation lists suggested counselor activities with students, school staff, vocational educators, parents, and community members. Several sections are devoted to the process of identifying the gifted. Methods of identification examined include characteristics checklists, observation techniques, standardized tests, nomina-tion techniques, interview techniques, and use of case studies. Several special identification con-cerns are discussed: characteristics of older gifted youth, working with the handicapped, working with minority groups and the culturally different, sex role stereotyping, and rural-isolated students. Emphasis throughout the handbook is on the need for the gifted and talented student to be given viable alternatives in vocational/occupational training in pursuit of a life-satisfying career. A bibliography is included. (JT)

CE 013 873 ED 146 456 08 And Others

Stone, Thomas And Others
Vocational Education: A New Dimension for the
Gifted and the Talented Students. A Vocational
Teacher's Resource Guide.
South Dakota Univ., Vermillion. Educational
Research and Service Center.
Spons Agency—Bureau of Occupational and
Adult Education (DHEWOE), Washington,
D.C. Curriculum Development Branch.
Pub Date 76 Pub Date 76

Contract—300-76-0306 Note—85p.; For related documents see CE 013 871-874

871-874
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—"Career Education, "Gifted,
"Individualized Instruction, Occupational
Guidance, Student Characteristics, "Talented
Students Teaching Guides, "Teaching Students, Teaching Guides, Techniques, *Vocational Education

Focus in this resource guide for secondary and postsecondary vocational teachers is on inpostsecondary vocational teachers is on individualizing programs and courses to provide for
the unique interests and abilities of gifted and
talented students. An overview is presented of the
status of vocational education and how it can
enhance the occupational development of gifted
youth. This is followed by discussion of learning
characteristics of gifted children and their
identification, placement, and programming.
Utilization of the fifteen occupational clusters set
forth by the U.S. Office of Education is
emphasized throughout as an aid in the search of
occupational variefying ichs and educational and ocemphasized throughout as an aid in the search of potentially satisfying jobs and educational and occupational ladders for the gifted. Topics addressed under curriculum and instruction for the gifted and talented include instructional alternatives, individualized instruction, an enrichment model, differentiated instruction, and program modifications. Under the heading of necessar admodifications. Under the heading of program administration are guidelines for shaping a gifted program and notes on the role of the vocational teacher with the gifted. Five program descriptions are presented as examples of those which could attract and hold the interest of gifted and talented students. Case studies of students who exhibited outstanding potential and took part in vocational preparation programs are also included. Each differs in the time in the student's life-occupation when the training occurred. A list of professional organizations for further reference and an annotated bibliography are appended. (JT)

ED 146 457

O8 CE 013 874

Development of Curricula for Vocational Preparation of the Gifted and Talented Students in
Secondary and Post-Secondary Education. Final
Technical Report.
South Dakota Univ., Vermillion. School of Edu-

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Curriculum Development Branch.

Pub Date Jun 77 Contract-300-76-0306

Note—182p.; For related documents see CE 013 871-874 ; Colored pages 177-182 may reproduce poorly
EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

EDRS Price MF-80.83 HC-\$10.03 Plus Postage.
Descriptors—Administrative Personnel, *Career
Education, Conferences, *Curriculum Development, Educational Needs, *Gifted, Individualized Programs, Inservice Teacher Education,
National Programs, Occupational Guidance,
Statewide Planning, *Talented Students,
*Vocational Education

Objectives of the project were (1) to call the Objectives of the project were (1) to call the attention of secondary and postsecondary faculties to the opportunities in vocational programs for gifted and talented students to work toward their career goals, (2) to assist guidance counselors to recognize opportunities for the gifted and talented in vocational programs, (3) to encourage school administrators to make specific plans for recruiting and enrolling the gifted and plans for recruiting and enrolling the gifted and talented in appropriate vocational programs, (4) to develop a resource guide for vocational teachers to use in individualizing programs and courses to provide for the unique interests and courses to provide for the unique interests and abilities of gifted and talented students, and (5) to prepare a manual for guidance counselors which will include recommendations for counseling gifted and talented students about vocational education programs and their usefulness in corner cation programs and their usefulness in career

planning. A major project component was to conduct five conferences during which teams from each of the fifty states and territories would develop a plan of action for implementing the inclusion of the gifted and tal!nted in a local and area vocational program within their respective states. Conclusions of a third-party evaluation based on examination of objectives and their achievement included the following: Awareness of the theme and its implications to the total field of education was presented and well received across the nation, and it is safe to presume that across the nation, and it is safe to presume that an impact has been made as a result of the dis-semination of curricular materials. Appended to semination of curricular materials. Appended to the report is the 140-page product of the five conferences, the fifty state plans of action for vocational preparation of gifted and talented students. (The teacher resource guide, counselor manual, and brochure developed during the project are available separately.) (JT)

CE 013 890

Ashley, William L., Comp.

Occupational Information Resources. A Catalog of
Data Bases and Classification Schemes. Information Series No. 104.

Ohio State Univ., Columbus. Center for Voca-

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jun 77
Contract—NE-C-00-3-0078

Contract—Nez-0-0-3-07/8
Note—373p.
Available from—Center for Vocational Education
Publications, Ohio State University, 1960
Kenny Road, Columbus, Ohio 43210
EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.
Descriptors—Catalogs, *Classification, *Data
Bases, *Information Sources, *Occupational Information, Occupational Mobility, Transfer of
Training

Training
Designed primarily as a basic reference to sist researchers and planners in the study of factors related to occupational mobility and skill transfer within and between occupations, this catalog consists of two major sections. Section I contains the abstracts of the data bases. These abstracts include selected key variables organized in a standard format and are intended to present the reader with sufficient information to enabl him/her to determine if any of the data bases are appropriate to their needs and warrant further exation. The abstract format of the data bas includes the following: data base title, principal investigator, documentation, access, design information, subject variables, and occupational variables. Section 2 contains the abstracts of classifica-tion schemes. The classification scheme abstract format is designed to facilitate the use of the classification schemes in organizing information from the data bases to give a variety of new perspec-tives on occupational mobility and occupational skill transfer. The abstract format for the classification schemes includes the following: scheme title, design information, classification variables, and outcomes/products. Appended are lists of the identified data bases and of data base abstracts by principal investigator, data base worksheet, classification scheme worksheet, and a data base cross reference index. (SH)

ED 146 459

Education and Working Life.
Organisation for Economic Cooperation and Development, Paris (France). Pub Date 77

Pub Date //
Note—65p.

Available from—Director of Information, Organisation for Economic Co-operation and Development, 2, rue Andre-Pascal, 75775 Paris Cedex 16, France (ISBN-92-64-11732-6,

S3.73)
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Educational Policy, Employment, *Employment Problems, Federal Government,

Government Role, *Manpower Development, Manpower Utilization, National Programs, *Policy Formation, *Public Policy, World Problems

Identifiers—School to Work Transition

Identifiers—School to Work Transition

The development of national policies for education and employment is the major concern of
this report of a joint working party of officials
from member countries of the Organization for
Economic Cooperation and Development
(OECD). Focus is on the objectives of public policies for education and working life and on how

they can be attained in practice. Following a summary of main considerations and conclusions the main guiding principles are listed that are being after the control of the being adopted in member countries to bring their policies for education and working life close together. These are illustrated with the kinds of practical ways in which they can be implemented practical ways in which they can be implemented and are in practice already being used. Emphasis is on the idea that better preparation in education for working life is now widely recognized as an important way of facilitating the transition to stable and satisfying employment. Two main sets of practical problems are dealt with: the transition from education to working life, including the problems of the employment and unemployment of young people, and the ways in which the education and training of the labor force can better be utilized. Finally, the report discusses the main policy instruments that can be used by governments to strengthen the links between education and employment. Attention is drawn to the analyand employment. Attention is drawn to the analysis and research that is needed to help improve the relevance, effectiveness, and credibility of government policies in this field. (JT)

CG

ED 146 460 CG 011 652

Arnn, John Strickland, Ben Consultation: A Model for Helping Professions. Pub Date 77

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Consultation Programs,
*Counselor Role, *Counselor Training, Group
Relations, *Helping Relationship, Human
Resources, Models, Professional Training, *School Psychologists
Identifiers—*Integrated Consultation

This handbook attempts to revise and revitalize the concept of consultation as commonly employed by members of the helping professions, particularly school counselors and student personnel workers in educational settings. The authors believe that neither counseling nor coorauthors betteve that nesture counseing nor coordination provide the kind of visibility necessary for credibility, and that the use of consultation must be expanded to make up for this deficit. This guide sets forth a definition of Integrated Counsultation, as well as goals and strategies for its application. There is also a section on how to choose an external consultation when the need arises. The publication should be useful to those in the helping professions desiring a functional consultation model. (Author/BP)

ED 146 461 CG 011 860 Royal High School Career Guidance Center: List of Sources of Free and Inexpensive Career Re-lated Materials Received April, 1973 through December, 1975. Simi Valley Unified School District, Simi, Calif. Pub Date Dec 75

Pub Date Dec 75

Note—33p.; For related documents see CG 011861, CG 011862, CG 011863; Paper presented at the Annual Meeting of the California Personnel and Guidance Association (San Diego, California, February 13-16, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Career Planning, Counselors, Employment, Guidance, High School Students, Information Sources, *Job Search Methods, *Occupational Choice, *Resource Materials, *Vocational Counseling

*Occupational Choice, *Resource Materials, *Vocational Counseling
This is an extensive list of mailing addresses for free and inexpensive guidance-related materials. It includes service and counseling organizations, professional and occupational associations, and business firms. Only addresses are given; no information about the kind of information available is provided. (BP)

ED 146 462 CG 011 861 Schultz, Ernest G.

ns, Decis Decisions, Decisions.
Simi Valley Unified School District, Simi, Calif.
Note—38p.; For related documents see CG
011860, CG 011862, CG 011863; Paper
presented at the Annual Meeting of the
California Personnel and Guidance Association
(San Francisco, California, February 18-21,

1977)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—*Autoinstructional Aids, *Career Planning, Counselors, *Decision Making.

Guidance, Guides, High School Students, Occupational Choice, Problem Solving, *Risk, Secondary Education, *Skill Development, Student Development, *Vocational Counseling This booklet is a self-study course in decision-making. Designed for the high school student, its purpose is to help the student develop and apply decision-making skills. The booklet contains both information and exercises. It begins with a discussion of why thoughtful decision-making is important, then deals with self-evaluation, sources of information, and risk-taking. It concludes with an attempt to help the student transfer what he has intormation, and risk-taking. It concludes with an attempt to help the student transfer what he has learned to the specific task of an occupational decision. Upon completion of the booklet (by a specified date) the student is supposed to schedule a conference with a Work Experience Counselor. (BP)

ED 146 463 CG 011 862 iltz, Ernest G. Middleton, William T.

Simi Valley Unified School District, Simi, Calif. Simi Valley United School District, Simi, Calif. Note—28p.; Paper presented at the Annual Meeting of the California Personnel and Guidance Association (San Francisco, California February 18-21, 1977); For related documents see CG 011860, CG 011861, CG 011863
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—*Autoinstructional Aids, *Career Planning, Counselors, Decision Making, *Employment Counselors, Guidance, Guides, High School Students, *Occupational Choice, Resource Materials, Secondary Education, *Student Development, *Vocational Counsel-

This booklet is a self-study course in career planning designed for high school students. After completing it, the student should be better prepared for a conference with a Work Ex-perience Counselor. The packet contains some information about career choice, but the bulk of it consists of self-evaluative activities. These range from simple tests of academic skill to questions about goals and personality charac-teristics. The student is asked to consider his own likes, dislikes and experiences in planning for the future. Once completed, the booklet should provide a good basis for counselor-student discussions. (BP)

ED 146 464

CG 011 863

Schultz, Ernest G. Career Investigation. Simi Valley Unified School District, Simi, Calif. Note—29p.; Paper presented at the Annual Meet-ing of the California Personnel and Guidance Association (San Francisco, California, February 18-21, 1977); For related documents see CG 011860, CG 011861, CG 011862

011860, CG 011861, CG 011862
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Autoinstructional Aids, *Career
Planning, Counselors, *Decision Making,
Guidance, High School Students, Independent
Study, *Occupational Choice, Resource
Materials, Secondary Education, *Student Interests, *Vocational Counseling, Vocational In-

This booklet is a self-study course designed to help high school students investigate pos ture careers. It is especially concerned with the kind of post-high-school training involved, whether college or vocational school. It contains whether college of vocational school. It contains a number of work charts to help the student become aware of his own particular needs, interests and desires. It also helps him consider the financial requirements, and encourages him to seek more information about the choices he is considering. After completing the booklet, the student should be better prepared for a realistic conference with a Work Experience Counselor. (BP)

ED 146 465 CG 011 868

Boswell, Craig
Recent Litigation and Applied Behavior Analysis. Pub Date [76]

Note—31p.; Paper presented at the Annual Meet-ing of the Rocky Mountain Psychological As-sociation (Albuquerque, New Mexico, May 11-

EDRS Price MF-\$0.83 HC-\$2.06 Plus Posta Descriptors—Behavior Change, "Civil Liberties, Controlled Environment, "Court Litigation, Flow Charts, "Institutionalized Persons, *Legislation, "Mentally Handicapped, Models, State of the Art Reviews

From the surge of recent litigation it appears From the surge of recent litigation it appears that the civil rights movement has at last discovered another oppressed minority. Traditionally, society and the courts have ignored mental patients during their institutional confinement. Particular attention has been paid to the newly emerging concepts of rights to treatment, least restrictive alternative, and the right to refuse treatment. The recent concern about the abuse of hebavior modification or amplied behavior analyse. behavior modification or applied behavior analy-sis, which is intended to strengthen adaptive behavior and weaken maladaptive behavior by properly structuring the patient's physical and so-cial environment, is under close scrutiny from civil rights advocates and the judicial system. The purpose of this critical review is to survey some of the salient litigation related to the area of behavior change. Emphasis will be concerned with the involuntarily confined mentally deficient with the involuntarily confined mentally deficient individuals. The review will cite and discuss some of the most recent landmark decisions in the judicial sphere, definitions of applied behavior analysis as they relate to a behavior change model, implications of legal decisions to applied behavior analysis and finally a stepwise flow chart indicating the most astute manner to program: a behavior change. (Author)

Glander, Molly H. O'Donnell, William J.
Attitudes and Action.
Sports

Spons Agency—North Carolina State Univ., Raleigh. Pub Date 77

Note-34p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Abortions, College Students,
*Contraception, Higher Education, Information
Sources, Interpersonal Relationship, Manuals,
*Pregnancy, *Reproduction (Biology), *Sex *Pregnancy, *Reproduction (Biology), *Sex Education, *Sexuality This handbook provides sexual information for

Into handbook provides sexual information for college students. Though designed for students at North Carolina State University, it is a good model for similar publications on other campuses. The booklet begins by defining different forms of sexual activity—solo, casual, relational, and procreational. Other sections provide concise information on mathematics of contractations make and ormation on methods of contraception; male and female anatomy and physiology; pregnancy; abortion; and venereal disease. Sources of help for various problems are listed at the end. (BP)

ED 146 467 CG 011 870

A Multivariate Analysis of Personal Space. Pub Date 77

Note-15p.; Paper presented at the Annual Meeting of the Midwestern Psychological Associa-tion (Chicago, Illinois, May 5-7, 1977) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

*Body Language, *Interpersonal Relationship, *Nonverbal Communication, *Psychological Patterns, Research Projects, Response Style (Tests), Social Science Research, *Space Orientation, Statistical Analysis, Stress Varia-Identifiers-*Personal Space

Identifiers—*Personal Space

The personal space of strangers who are not attempting to influence each other has been extensively studied using single dependent measures. Multivariate personal space can be defined by three dimensions: relational, locational and interactional, and operationalized by the measures previously used singly. The present experiment tested the relation of multivariate personal space defined by shoulder orientation, seatine position defined by shoulder orientation, seating position at or away from an occupied table, and interper-sonal distance to psychological stress in the form sonal distance to psychological stress in the form of status differences among strangers. Results indicate adjustments in the magnitude of multivariate personal space are a function of stranger status level and that these adjustments occur in all three dimensions of multivariate personal space. The complex nature of human social behavior suggests multiple behavioral measures should be used in future research to minimize experimenter hiss maximize enegralizability of perimenter bias, maximize generalizability of results, and maximize power in hypothesis testing.

ED 146 468 CG 011 871 Beeler, Kent D.

Student-Initiated National Lobbying Organiza-tions: A Current Profile. Pub Date [76]

Note—6p.; Paper presented at the Annual Meeting of the National Association of Women Deans, Administrators, and Counselors (61st, Denver, Colorado, March 30-April 2, 1977)

EDRS Price MF-80.83 HC-\$1.67 Plus Postage.
Descriptors—*Censorship, *Civil Liberties, *College Students, Higher Education, *Legal Problems, School Publications, State of the Art Reviews, *Student College Pelationship.

Problems, School Publications, State of the Art Reviews, "Student College Relationship, "Student Organizations, Student Publications Identifiers—"Lobbying Profiled in this document are two types of na-tional organizations that were created to protect and lobby for college students' interests in the legal sphere. The Center for the Rights of Cam-pus Journalists and The Student Press Law Center provide legal counsel and assistance to student publications that are confronted with cen-Student publications that are confronted with censorship type legal problems. Also reviewed are tions—Coalition of Independent College and University Students, National Association of Students, National Association of Students and College and University Students, National Association of Students and College and Colle University Students, National Association of Students in State Colleges and Universities, National Student Lobby, U.S. National Student Association, and Public Interest Research Groups. The purpose of each organization and information on how to contact them is provided. Also described are the Research Project on Students and Collective Bargaining and the National Student Educational Fund. These two student-initiated organizations prepare research reports and publications tions prepare research reports and publications related to student concerns and interests. (Author)

ED 146 469 CG 011 872 Hurley, Daniel J., Jr. Tyler, Forrest B.
Relationship Between Systems' Mental Health
Paradigm and Personpower Utilization. Pub Date [73]

Pub Date [73].
Note—17p.; Not available in hard copy due to marginal legibility of original document; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, N.Y.,

April 22-24, 1976)
EDRS Price MF-\$0.83 Plus Postage. HC Not

DRS Price MP-Source Available from EDRS.

Secriptors— *Evaluation Criteria, Individual Dif
*Management Utiliza
*Management Utiliza-Available from Essaya Descriptors— *Evaluation Criteria, Individual Dirferences, *Job Satisfaction, *Manpower Utilization, *Mental Health Programs, *Paraprofessional Personnel, Professional Training, Social Factors, Social Science Research, *Systems Approach, Task Personnel

Recent proliferation at training and educational programs for paraprofessional and non professionals has occurred without systematic evaluation of systems' utilization of newly trained peo-ple. It was the purpose of this study to assess both job functioning and attitudes of paraprofes-sionals in relation to professionals and the interaction of systems' variables that would impact the effectiveness of its individual members. A multi-method, multi-criteria study revealed sig-nificant systems, group, and individual differences between teams and team members in community mental health centers committed to medical-illmental health centers committed to medical-illness/clinical (MIC) paradigms of mental health and those committed to psycho-social learning/community (PSLC) paradigms. There were differences in teams' utilization of professionals and paraprofessionals, and psycho-social differences in the members themselves. Compared to their MIC peers, paraprofessionals in the PSLC systems experienced the system as more positive and reported themselves being utilized more fully. and reported themselves being utilized more fully.

Also, PSLC professionals reported greater sense
of cohesiveness, influence, and satisfaction with
co-workers than their MIC peers. Implications of
these results were discussed in terms of training
for both paraprofessionals and professionals
(especially with regard to transfer of learning and
utilization of resources) and in terms of understanding human behavior/erformance, within derstanding human behavior/performance within an individual-system interaction framework.

ED 146 470 CG 011 873 After 87 A Guide for Students in Grade 8 and Their Parents.

Ontario Dept. of Education, Toronto.; Ontario Ministry of Colleges and Universities, Toronto. Pub Date Dec 76 Note-25p.; Some tables are printed with small

type
Available from—Information Resources Branch,
Ministry of Colleges and Universities, Mowat
Block, Queens Park, Toronto, Ontario, Canada (English or French, no charge for document) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Alternative Schools,
*Apprenticeships, Community Colleges, Correspondence Courses, *Educational Programs,
Night Schools, Public Schools, *Secondary
Education, *Student Financial Aid, Student
Loan Programs, Vocational Schools, *Work
Experience Programs
Identifiers—*Canada
This behalt describes the obsess and oppose.

Identifiers—"Canaua

This booklet describes the choices and opportunities available to Canadian students as they move from eighth grade to secondary school. It offers brief descriptions of various programs such a concentrative secondary and concentrative and concentrative. as work experience programs and cooperative as work experience programs and cooperative education, as well as correspondence courses, night school, summer school, private schools, alternative schools, and the opportunities available to dropouts who wish to return to complete their diplomas. In addition it discusses admission to university, community colleges and colleges of applied arts and technology. It also touches upon apprentice training for skilled trades, other types of training programs, and private vocational schools. Included is information about scholarships, student assistance programs and part-time jobs. (PFS)

ED 146 471

CG 011 874

Scheidt, Rick J. Same-Sex Dyads and Toman's Theory of Birth-Order Compatability. Pub Date 10 Apr 76

Note—10p.; Paper presented at the Annual Meet-ing of the Western Psychological Association (Los Angeles, California, April 8-11, 1976) EDBS Price MF-30.83 HC-\$1.87 Plus Postage.

DESCRIPTION OF THE POST SECTION OF THE POST SECTION OF THE POST OF

Identifiers—*Toman (Walter)
Toman's theory of the relation of birth-order compatibility and interpersonal relations was extended to dyads (pairs) with members of the same sex. It was predicted that interpersonal compatibility between members of same-sex dyads (50 female, 27 male pairs of Vassar Col-lege roommates) would be positively correlated with birth-order compatibility (no rank or sex conflict) of the dyad members. That is, it was ex-pected that the oldest sister of sisters would get along better with the younger sister of sisters (no rank or sex conflict) than with the older sister of brothers (rank and sex conflict). All pairs indicated (a) their familial birth-order relations. and (b) the degree of conflict experienced with their roommates, rated on a 5-point scale. Results supported the prediction. A second study (31 female, 31 male pairs) replicated these results, and indicated that this extension holds for samesex dyads across both sexes. A discussion of the place of Toman's theory in birth-order research is offered. (Author/PFS)

CG 011 876

School Influences on Student Interaction Patterns.
Johns Hopkins University Center for Social Organization of Schools. Report No. 220.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools, School

Social Organization of Schools oons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Contract-NE-C-00-3-0114

Note—62p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Friendship, Group Membership, *Group Structure, Interaction Process Analysis, *Group Structure, Interaction Process Analysis, Interpersonal Relationship, Peer Relationship, Research Projects, *School Size, Secondary Education, *Secondary School Students, *Social Structure, Student Characteristics, *Student School Relationship This paper explores how organizational features f high schools influence the informal interaction students, attending them. Size of school com-

of high schools influence them. Size of school, composition of the student body, and differentiation into curriculum and grade levels are factors which affect the patterns of informal interaction among students. The informal social arrangement of students within schools is viewed as a social seasons in which the friendship and extensely in the contract of the network in which the friendship and esteem rela-tionships are particular ties. Properties of social networks (reachability, cohesion and participa-tion) are defined, and actual measurments of 40 social networks are derived and studied in connection with specific organizational properties of the school. (Author) ED 146 473 CG 011 877

Puig-Casauranc, Maria del Carmen Personality Characteristics and Psychological Androgyny of Academic Women.

Note—Sp.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Albuquerque, New Mexico, May 11-14, 1977) EDRS Price MF-\$0.83 HC-\$1.67 Plus Post

Descriptors—Androgyny, Comparative Analysis,
*Females, Higher Education, Personality Assessment, Psychological Characteristics,
Psychological Studies, Role Perception, *Self Concept, *Sex Role, *Units of Study,
*Vocational Interests

This study investigates females in three fields of academic study thought to be male-dominated, female-dominated, or dominated by neither sex. The women were compared in relation to personality characteristics selected from the subsonality characteristics selected from the sub-scales of the Edwards Personal Preference Schedule (EPPS) which have been stereotypically associated with masculinity and femininity, as well as on their degree of psychological andro-gyny defined by the Bem Sex-Role Inventory (BSRI). The 185 subjects, consisting of junior and senior women in nine academic departments in a land grant university, were grouped to compose the traditional, non-traditional and neutral fields and were administered both the EPPS and the BSRI. Generally, the data yielded a cons the BSRI. Generally, the data yielded a consistent and integrated pattern when interpreted jointly. The fact that the neutral group was involved to a considerable degree in the comparison tends to suggest that the differentiation between the neutral and traditional groups might have been an artificial one. This suggests that the differences were essentially between the traditional and non-traditional groups as anticipated (Author/BES). traditional groups as anticipated. (Author/PFS)

ED 146 474

Kim, Jin E. And Others

Home-School-Community Relations: The State of the Art. University of Wisconsin Research and Development Center for Cognitive Learning. Theoretical Paper No. 61.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Pub Date Dec 76 Contract—NE-C-00-3-0065

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Relations, Descriptors—*Community Relations,
*Cooperative Planning, *Family School Relationship, Literature Reviews, Parent School Relationship, Politics, *Program Development,
Public Support, *Research Design, *School Community Cooperation, School Role, State of the Art Baylayers. the Art Reviews

"The State of the Art" is a bibliographical essay current to 1975 consisting of 300 items relating to home-school-community relations. This literature was examined in order to (1) provide a conceptual framework for home-school-community selections (2) departments. community relations, (2) develop a classification scheme for existing theory and practice, and (3) suggest further research in home-school-community relations. The literature of home-school-comnity relations. The literature of home-school-community relations suggests three distinct conceptual classifications: (1) home-school-community relations as an administrative function, (2) home-school-community relations as public participation, and (3) home-school-community relations as a political process. Each of these typologies is described in terms of objectives, programs and activities, underlying theoretical foundations, and the results of related research. The literature review concludes with a set of implications for model building, research, the improvement of home-school-community relations programs and practices, and the development of teacher/administrator training programs for home-school-community relations. (Author)

CG 011 880

ED 146 475

Downs, A. Chris Langlois, Judith H.

Mother and Peer Influences on Children's SexRole Play Behaviors.

Spons Agency—Texas Univ., Austin. Hogg Foundation for Mental Health.; Texas Univ., Austin. Inst. of Human Development.

Pub Date May 77

Note—19p.; Paper presented at the Annual Meet-ing of the Midwestern Psychological Associa-tion (Chicago, Illinois, May 1977)

Available from—An extended version of this report is available from A. Chris Downs, Dept. of Psychology, 330 Mezes Hall, University of Texas at Austin, Austin, TX. 78712

EDRS Price MF-80.83 HC-81.67 Plus Postage.

*Child Development, Mother Attitudes, Parent Child Development, Mother Attitudes, Parent Child Relationship, *Parent Influence, Peer Ac-ceptance, *Peer Relationship, Play, *Preschool Children, Sex Role, *Sex Stereotypes, Social

Development
One of a series of studies originating in Austin,
Texas examining the relative contribution of the
primary socializing agents on the child's sex-role
development, their study was designed to determine whether mother and peers of nursery school children differentially reward or punish play with sex-appropriate or sex-inappropriate toys. The study controlled for the number and kinds of sextyped toys present during mother-child and peer-child interaction. The subjects were 48 3-and 5-year-old boys and girls, their mothers, and their same-sex, same-age peers. Each child was ob-served by concealed video camera with mother, with peer, and alone. In each situation a new toy set was introduced; one "masculine", one "feminine". Broad results indicate that both "feminine". Broad results indicate that both mothers and peers contingently ridicule and verbally interfere when children play with inappropriate sex-typed toys. Girls are likely to receive more differential reward for playing with feminine toys than boys for playing with masculine, and boys more punishment than girls for reverse situations. Results suggest that peer influence is greater than mother's with the older child. (PFS) child. (PFS)

ED 146 476 CG 011 881 Counselors' Information Service: A Quarterly Annotated Bibliography of Current Literature on Educational and Vocational Guidance. Volume 32, Number 2, May 1977.

B'nai B'rith, Washington, D.C. Career and Counseling Services.

seling Services. Pub Date May 77

Pub Date May 77 Note—25p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—Annotated Bibliographies, "Career Planning, Counselors, "Educational Counseling, Ethnic Groups, "Guidance Counseling, Han-dicapped, Information Services, Literature Reviews, Minority Groups, Occupational Cho-ice, "Resource Materials, "Vocational Counsel-ing"

ing
This quarterly annotated bibliography lists current literature on educational and vocational guidance. It is divided into the following sections:
(1) Occupational Information; (2) Educational, Vocational and Personal Guidance; (3) Guidance Administration and Procedures; (4) Student Aids; (5) Administration and Procedures; (4) Student Aids; (5) (5) Aids for the Teacher; (6) Guidance Material-Free or Inexpensive; (7) Adult Education and the Aging; (8) Handicapped and Rehabilitation Counseling; (9) The Counselor's Bookshelf; and (10) Periodicals in Guidance Related Fields.

ED 146 477 ED 146 477

CG 011 882
Sylvan, Donna L. Ballagas, Linda D.
Follow Through Final Report 1975-76. Atlanta
Public Schools Research and Evaluation Report,
Vol. X, No. 10, March 1977.
Atlanta Public Schools, Ga.
Pub Date Mar 77
Note—979; Not available in hard copy due to
marginal legibility of original document
EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Demonstration Programs, Educational Development, *Health Services, *Instructional Programs, Parent Participation, *Primary Education, Program Descriptions, Program Development, *Program Evaluation, Sociopsychological Services, *Staff Improvement

ment
Identifiers—Atlanta Public Schools GA,
*Interdependent Learning Model, *Project Follow Through
During the 1975-76 school year, the Follow
Through Program operated in grades kindergarten through third in four elementary schools, and
in two nongraded primary schools. The Atlanta
Follow Through Program implements the Interdependent Learning Model (ILM) developed by the
late Dr. Lassar Gotkin. The Interdependent
Learning Model presents a method of teaching
which emphasizes language development, the use
of small groups, instructional games, and team-

work. This program differs from most of the other federal programs in the Atlanta Public School System in that it provides both instructional activities and social and psychological services for the pupils served. In addition, the program provides health services. The Atlanta Follow Through Program can be divided into seven components: administration, instruction/staff development, parent involvement/Policy Advisory Council, social services, psychological services, health services, and evaluation. This report examines each of these components separately. A neath services, and evaluation. Inis report ex-anines each of these components separately. A summary of the cost data is presented after the component narratives. The report ends with con-clusions and recommendations based on the ac-tivities and findings of all the components.

ED 146 478

CG 011 884

Rockman, Ilene F.
Re-Evaluation Co-Counseling: A Method of Peer Self Help. Pub Date [73]

Note—9p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Students, *Counseling,

escriptors—College Students, *Counseling, Emotional Adjustment, *Helping Relationship, Higher Education, Nondirective Counseling, *Peer Counseling, Program Descriptions, Psychological Patterns, *Psychotherapy, *Self Help Prelp Programs

The college and university counseling center traditionally employs standard techniques in helping students, faculty, and staff in overcoming problems of mental stress (Berman, 1972). A technique suitable to both individual and group technique suitable to both individual and group sessions, but rarely utilized is Re-Evaluation Co-Counseling or R.C. For the past twenty years, R.C. has gained an international following in affirming people as rational, intelligent, zestful, loving, and curious beings whose minds have become blocked and obstructed in the growth process from childhood to adulthood. Through the conscious discharge (e.g. crying ababina process from childhood to adulthood. Inrough the conscious discharge (e.g. crying, shaking, shivering, trembling, laughing, screaming, yawning, talking) of past accumulated hurts, one can work toward freedom from rigid behavior patterns toward an increased awareness of self. The co-counseling experience (two people acting as both client and counselor in alternating patterns) provides the means for discharging emo-tion in an effort to re-evaluate past hurts and behaviors. For effective peer counseling to be ex-perienced, however, an understanding of RC theory must be established by a group leader in a setting from 8-20 weeks. (Author)

ED 146 479

CG 011 886

Evans, Alan L.

Selected Results from a Study of Personality
Characteristics of Child Abusing Mothers. Pub Date [76]

Note—9p.; Paper presented at the Annual Meet-ing of the Western Psychological Association (Seattle, Washington, April 1977) EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Child Abuse, *Developmental Psychology, Family Problems, Individual Characteristics, *Mothers, Parent Child Relationship, *Personality, Personality Tests, *Psychopathology, Research Projects, Welfare Problems

The purpose of this study was to investigate personality characteristics of child abusers, utilizing the results of the Melnick-Hurley (1969) ing the results of the Melnick-Hurley (1969) study. Subjects were 40 mothers receiving Aid to Dependent Children in Ingham County, Michigan. Each c. the 20 "abusive" mothers had abused at least one of her children within six months prior to testing. To measure differences between the abusive and nonabusive mothers, an objective questionnaire and a projective test were administered. Findings support a report by Melick and Murley of major serves like differences objective questionnaire and a projective test were administered. Findings support a report by Melnick and Hurley of major personality differences between abusive and non-abusive mothers. These differences appear independent of race. The present results more firmly outline the pervasiveness of the abusive mother's psychopathology, and suggest that basic character traits, such as Trust versus Mistrust of others, are involved, while information and attitudes toward discipline seem less relevant. This finding implies that psychotherapy for abusive women might fruitfully focus upon basic developmental issues. These clear personality differences also raise the possibility of useful predictive measures. (Author/JLL) of useful predictive measures. (Author/JLL)

ED 146 480 CG 011 887

Curran, James P. And Others
The Role of Behavioral and Co he Role of Behavioral and Cognitive Factors in the Maintenance of Heterosexual-Social Anxiety.

Note—17p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, Illinois, May 5-7, 1977)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Anxiety, *Cognitive Style, *Dating (Social), Emotional Response, Evaluation,

(Social), Emotional Response, Evaluation,
*Interpersonal Competence, Males,
*Performance, Research Projects, Skill
Development, *Social Behavior
Subject groups were classified on the basis of
behavioral ratings for degree of anxiety exhibited
and level of social skill displayed during a simulated dating interaction. Subjects were then asked
to view and evaluate their own skill performance
and the performance of begue subjects during the and the performance of bogus subjects during the same interaction when presented on videotape. All subject groups were accurate in rating the performance of the bogus subjects but the high anxious/high skill subjects underestimated (in comparison to judges' ratings) their own skill while high anxious/low skill subjects accurately their room performance. assessed their poor performance. Implications of the establishment of two types of heterosexual-so-cially anxious subjects were drawn for both clini-cal practice and research. (Author)

CG 011 888

Finn, Peter And Others

Kids and Alcohol: Facts and Ideas about Drinking and Not Drinking.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Technology. Technology. Pub Date [75]

Note—24p.; For related documents see CG 011 892, CG 011 889, CG 011 890 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—"Alcohol Education, "Children, "Decision Making, "Drinking, "Drug Educa-tion, Elementary Education, Guides, "Health Education, "Junior High Schools, Recreational Activities, Socially Deviant Behavior, Youth This student booklet is to be used in conjunc-tion with the Teacher Manual and films of the Jackson Junior High series. It presents facts and illustrations on the use of alcohol, and is intended to aid young people in deciding whether or not to

to aid young people in deciding whether or not to drink. The booklet is divided into the following parts: (1) Introduction; (2) Alcohol's Effects; (3) Kids and Drinking; (4) Drinking Problems; (5) Alcohol Crossword Puzzle; (6) For More Information About Alcohol; and (7) Glossary. (Author/JLL)

ED 146 482 CG 011 911 Health Careers Guidebook for Idaho Cou

and Students.
Idaho Health Careers Recruitment Council, Roise

Spons Agency-Mountain States Regional Medicai Program.
Pub Date Feb 72

Pub Date Feb 72
Note—110p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—*Career Education, *Counselor Role, *Educational Programs, Employment Opportunities, Guides, *Health Occupations Education, *Information Sources, *Occupational Information, Paramedical Occupations, State Programs, Student Financial Aid, Vocational Counseline

Counseling This Health Careers Guidebook, prepared by the Idaho Recruitment Council, was designed to assist the counselor of students interested in health careers. Included are descriptions of vari-ous careers and information on career categories, ous careers and information on career categories, institutions where training is available, and scholarship information. Although the guidebook specifically focuses on programs in the State of Idaho, it offers a format and basic information and suggestions useful to others developing similar guides. (SPT)

Outreach Counseling: The Essential Element: Support to Indo-Chinese Refugees.

Montgomery County Public Schools, Rockville,
Md. Dept. of Adult Education.

Spons Agency—Maryland State Spons Agency-Maryland State Dept. of Educa-tion, Baltimore.

Pub Date Jun 77
Note—37p.; This work was subsidized by ESEA
Title V funds

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Adjustment (to Environment),
Adult Education Programs, *Counseling Programs, Cultural Factors, Educational Counseling, Inmigrants, *Indochinese, *Job Training,
Language Handicaps, Models, *Outreach Programs, Program Descriptions, *Refugees, Skill
Development, Vocational Counseling
The obvious problems encountered by the
Indo-Chinese refugees coming into the United
States were accentuated by the confusion, swiftness, and finality of the massive exodus. The con-

States were accentuated by the confusion, swift-ness, and finality of the massive exodus. The con-cept of an outreach counseling program was developed to assist the Indo-Chinese in overcom-ing those barriers standing between them and a goal of self-sufficiency within the American cul-ture. While this model program was designed for Indo-Chinese refugees it would be applicable to any immigrant repoulation. Refueese needed Indo-Chinese refugees it would be applicable to any immigrant population. Refugees needed assistance and counseling in the transition to a job environment. They needed to know require-ments and qualifications for specific jobs, factors to be considered in making a career choice, and the differences between job requirements in the United States and in their native country. To help coult these problems a program of career educasovie these problems, a program of career, educa-tional, and vocational counseling, accompanied by assessment of immediate and long-range goals oy assessment or infinite trade and one of the and needs, was begun in an effort coordinated with existing programs. Indo-Chinese and American counselors and volunteers were used in a ican counselors and volunteers were used in a team approach in an attempt at cultural interac-tion and ensuing understanding. This Mont-gomery County project focused on participants in two programs: (1) CETA/ESOL (Comprehensive two programs: (1) CETA/ESOL (Comprehensive Employment and Training Act) and (2) ABE/ESOL (Adult Basic Education): CETA/ESOL is designed to meet needs in language and job skill training, job counseling, and placement. ABE/ESOL is designed to meet the needs of Montgomery County residents also classified as disadvantaged because of limited English language proficiency and educational background. (Author/CKJ)

ED 146 484 CG 011 915

Sheras, Peter L. Adolescents on Adolescence: A Survey of Impor-tant Issues for Adolescents. Pub Date 15 Apr 77

Note—12p.; Paper presented at the Annual Meet-ing of the Eastern Psychological Association (April 13-16, 1977, Boston, Massachusetts)

(April 13-16, 1977, Boston, Massachusetts) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adolescence, *Athitudes, Developmental Psychology, *Individual Development, Maturation, *Opinions, Personal Growth, Secondary Education, *Self Evaluation, Surveys, Teenagers Adolescents at three grade levels (7th & 8th, 9th & 10th, and 11th & 12th) filled out openeded descriptons in their personal view of ended questionnaires on their personal view of adolescence. Examination of the responses indicated large differences in how adolescence is defined as a function of grade level. Differences were also found in attitudes toward death, life goals, maturing and social behavior related to grade in school. (Author)

ED 146 485 CG 011 916

Clinchy, Blythe
The Development of Information-seeking Strate-gles in Elementary School Children.
Pub Date [77]

Pub Date [77]
Note—16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (April 13-16, 1977, Boston, Massachusetts)
EDRS Price MF-\$0.83 Hc-\$1.67 Plus Postage.
Descriptors—*Age Differences, 'Children, Comparative Testing, Concept Formation, Developmental Psychology, Educational Research, 'Efficiency, Elementary Education, 'Information Seeking, 'Mental Development, Research Projects, 'Search Strategies First-, third- and fifth-grade children participated in a study of information seeking, using a "Twenty Questions" procedure with a hierarchical array of pictures. Economy of inquiry increased with grade but was unaffected by practice, replaying a game, or observing a model. Age differences in types of questions reflected differences in strategies. (Author)

ED 146 486 CG 011 917

Jason, Leonard A.

Training in Clinical and Community Psychology
for Behavior Analysts: Community Psychology

Pub Date May 77

Note—19p.; Paper presented at the Annual Meet-ing of the Midwestern Association of Behavior Analysis (Chicago, Illinois, May, 1977) EDRS Price MF-80.83 HC-\$1.67 Plus Postage.

Analysis (Chicago, Illinois, May, 1977)
EDRS Price MF-\$0.33 HC-\$1.67 Plus Postage.
Descriptors—"Change Strategies, "Community
Involvement, Conceptual Schemes, Environmental Influences, "Human Services,
"Models, Program Design, Research Reviews
(Publications), Social Factors
While mental health services can be delivered
through either traditional or community

through either traditional or community paradigms, most behaviorally oriented clinicians have implicitly or explicitly opted for the more traditional approach. This paper examines research which delineates conceptual limitations in subscribing to a traditional orientation. The in subscribing to a traditional orientation. The community model represents an alternative conceptual model, one which prospectively can better meet ever increasing demands and needs for mental health services. Community interventions embodying the most potential for salutary change (primary prevention and switching emphasis from individuals to environments) have been infrequently implemented. Potent ob to mounting such projects are described and strategies for overcoming such formidable barriers are presented. (Author)

ED 146 487

CG 011 918

ED 140 487. Teri, Lynda Hakola, Janis Effects of Therapist and Client Characteristics on the Assessment of Maladjustment and Progno-

Pub Date 16 Apr 77

Pub Date 16 Apr 77

Note—10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (April 13-16, 1977, Boston, Massachusetts)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Analysis of Variance, Behavior, Behavioral Science Research, Bias, "Clinical Diagnosis, "Females, "Maladjustment, "Males, Sex Role, "Sex Stureotypes, Social Discrimination." https://doi.org/10.1016/j.jp.1016.1016.1016.

tion. *Therapists

tion, "Incrapasis
This study investigated the effects of therapist
gender, client gender and sex-stereotypic
behavior on ratings of maladjustment and prognobehavior on ratings of maladjustment and prognosis made on four bogus clinical descriptions.

Gender was manipulated by changing sex of client within each of two sex-stereotypic behavioral descriptions yielding two sex-appropriate and two sex-inappropriate bogus clinical descriptions. A three-way least squares analysis of variance indicated female therapists rated female and male clients more maladjusted than female and male clients more maladjusted than did male therapists. Behaviors stereotyped as female were rated more maladjusted than behaviors stereotyped as male, regardless of client gender. There were no significant dif-ferences on rating of prognosis. (Author)

ED 146 488 CG 011 919 ED 146 488

CG 011 919

Work With Adults with Specific Learning Disabilities So That They Might Become Employable or Promotable: Final Report.

Johns Hopkins Univ., Baltimore, Md. Evening

Coll.

Spons Agency—Maryland State Dept. of Educa-tion, Baltimore. Div. of Vocational-Technical Education. Pub Date [76]

Note—63p.; Paper presented at the Annual Meet-ing of the Eastern Psychological Association (Boston, Massachusetts, April 13-16, 1976) EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Poscriptors—Adjustment (to Environment),

*Adult Education, Counseling Services, Followup Studies, *Illiterate Adults, *Job Skills,

*Learning Difficulties, Program Descriptions,

*Reading Difficulty, *Remedial Instruction,

*Reading Difficulty, *Remedial Instruction, Underemployed During the academic year 1975-1976, a program for near-illiterate adults was designed and carried out at The Johns Hopkins University, Evening College and Summer Session. The goal was to help persons with severe reading problems obtain necessary skills to enter the world of work or move up in the world. Counseling, both group and individual, was provided to help in adjustment difficulties. The original program of 14 weeks was supplemented by a 6-week program. Professionals were recruited and trained to provide the remediation services on a multi-disciplinary basis. Clients who did not have jobs prior to nary basis. Clients who did not have jobs prior to the program obtained jobs; some were upgraded. The largest number of dropouts were referrals from Manpower. In the followup study, all who

leted the program claim to be helped; some in the job search, but all claim to have been helped in reading. This publication describes in ail the recruitment and training of the pro sionals involved; the interviewing of the stonass involved; the interviewing of the adult clients; the instructional program; and a followup study. Also included are a description of the extension program which followed the original period of instruction, and a list of recommendations for future programs. (Author/BP)

ED 146 489 CG 011 920

ED 146 489 CG 011 920
Anderson, Lorin And Others
Teachers' Use of Potentially Reinforcing Behaviors
and Students' Task-Oriented Behavior.
Pub Date May 77
Note—19p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (Hollywood, California, May 4-7, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postag Descriptors—Behavioral Science Research, Class-room Observation Techniques, Junior High Schools, *Nonverbal Communication, *Reinforcement, *Student Behavior, *Student

*Reinforcement, *Student Behavior, *Student Teacher Relationship, *Task Performance, *Teacher Behavior, Teaching Techniques
The present study focuses on two major questions. First, how often are potentially reinforcing behaviors emitted by teachers in naturally occurring classrooms? Second, what is the relationship between the display of potentially reinforcing behaviors by the teacher and the task-orientation of randomly selected students in the orientation of randomly selected students in the classrooms. Students and teachers in four middleschool classrooms were observed for five class periods over a three-week period. One observer watched the teachers' facial, physical and verbal behaviors every 10 seconds and coded the behaviors as being positive, negative, or neutral. The other observer watched each student in the room for 10 seconds and coded the behavior as being task-oriented or non-task-oriented. The results indicated that an overwhelming percent-age of teacher behaviors were "neutral" in nature. In addition, there was no relationship between teachers' use of potentially reinforcing behaviors and student task-oriented behavior. Implications for classroom instruction are presented.
(Author)

ED 146 490 CG 011 921 Guidance and Counseling for the Elderty, Hearing Before the Select Committee on Aging: House of Representatives, Ninety-fifth Congress, First Season.

Pub Date 7 Mar 77

Note-87p.

Available from--For sale by the Superintendent of Documents, U.S. Government Printing Of-fice, Washington, D.C. 20402 EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage. Descriptors—*Counseling Services, Federal

secriptors—*Counseling Services, Federal Legislation, Financial Support, Gerontology, *Government Role, *Human Dignity, *Older Adults, *Personal Care Homes, Retirement, nior Citizens

The record of this hearing of the House Select Committee on Aging contains the text of House Resolution 1118, which is to provide expanded counseling assistance for the elderly sick and dis-abled. In addition to the Resolution, testimony abled. In addition to the Resolution, testimony from a number of experts on counseling and gerontology is presented. The purpose of the bill is to provide systematic, organized community programs to help older people counteract the problems of loneliness, health deficits, and social rejection. With proper counseling, many of them can lead independent, meaningful lives. (Author/BP)

ED 146 491 CG 011 922

ED 140 491.
Komechak, Marilyn G.
The Effects of Anxious Thoughts on the Physiolog-ical Measures of High-Anxious Ss. Pub Date [76]

Note—10p.; Paper presented at the Annual Con-ference of the Midwestern Association of Behavior Analysis (3rd, Chicago, Illinois, May 14-17, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—*Anxiety, Arousal Patterns,
*Behavior Change, *Contingency Management,
Emotional Response, Overt Response,

Psychotherapy Emotional Response, Overt Response,
Psychophysiology, Psychotherapy,
Reinforcement, Research Projects, *Thought

In this study, the task was to analyze the separate effects of contingent reinforcement (money) and monitoring (counting) on the frequency of responses indicative of anxiety. Obfrequency of responses indicative of anxiety. Ob-served (physiological) and introspective (covert statements about experiencing anxiety) were used to determine the effects of reinforcement and monitoring on anxiety prone persons. The design contains five separate week-long phases, for each S, with each phase having pre- and post-physiological measures. There were two groups: a physiological measures. Inere were two groups, a high-anxious control group, and another group of high-anxious Ss. The five phases of the experimental group were as follows: (1) monitoring anxious thoughts; (2) contingent reinforcement for a decrement in the presence of anxious thoughts while monitoring absence of anxious thoughts while monitoring absence of anxious thoughts. thoughts; (3) a week of no monitoring was fol-lowed by non-contingent reinforcement; and (4) a week in which the Ss acted as their own controls. While the outcomes remain highly tentative in nature, the study is supportive of the hypothes-is that modifying cognitions (i.e., anxious thoughts) in the form of self-verbalizations can result in changes in autonomic or physiological measures. (Author)

CG 011 923 Bensky, Jeffrey M.
Behavioral Management of Autistic Children.
Pub Date May 77

Note—17p.; Paper presented at the Annual Meet-ing of the Midwestern Association for Behavior Analysis (4th, Chicago, Illinois, May 14-17, 1977); Best copy available EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

escriptors—*Autism, *Behavior Change, Behavior Problems, *Change Strategies, Emo-tional Maladjustment, Literature Reviews,

"Mental Illness, "Operant Conditioning, Per-sonality Problems, "Severely Handicapped This paper attempts to provide a brief overview of the diagnosis, etiology, and treatment strate-gies presently being used with atuistics. Discus-sion of treatment strategies revolves around the use of operant techniques; from Lindsley and Skinner (1954) to more recent attempts of Lovaas (1976). Generalization and maintenance are also discussed in light of Schreibman's (1975) recent work. In addition, a review of research regarding elimination of maladaptive behaviors is presented. Finally, future directions and guidelines pertaining to treatment strategies with autistic children are covered. Ethical, legal, and cognitive/developmental issues are

ED 146 493 CG 011 924

Bolds, Gloria S.
Reducing Truancy by Using Student Aides in the Attendance Office.
Pub Date 15 Mar 77

Pub Date 13 Mar 77
Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Attendance Services, *Behavior Problems, Discipline, Junior High Schools, Junior High School Students, *Parent School Relationship, Program Descriptions, School Administration, *School Supervision, *Student Participation, *Student School Relationship, *Truance. *Truancy

This document is written to provide school administrators with an additional resource for notifying parents and teachers when school-age children are illegally absent from school or class by using student aides in the attendance office to using student aides in the attendance office to assist in locating students, contacting parents whose children are absent, and providing the necessary feedback to both teachers and parents. The method of student selection, the kind of training sessions used, the implementation of the program in a junior high school, and the results of the implementation are described. (Author)

ED 146 494 CG 011 925 Kwint, Marwin

A Systematic Method of Acquiring Financial Aid for College-Bound Students. Pub Date [76]

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postag Descriptors—*College Admission, College En-trance Examinations, *Counselor Role, *Financial Needs, Grants, *Guidance Services, Program Guides, Secondary Education, Senior High Schools, Seniors, *Student Financial Aid, Student Loan Programs A systematic method of helping students and parents apply to college and acquire financial assistance to attend college was developed in a transportable model during the 1975-1976 school year at McArthur High School, Hollywood, Florida. The model was transported to the senior counselors of high schools through 15 hours of inservice training. The model provided students and parents with systematic assistance from counselors and clerical aides in completing the testing process, application process, and financial aid process at the local, state and national levels. Students from this school received admission to more than 100 four-year colleges or universities more than 100 four-year colleges or universities and in excess of \$500,000 in financial aid offers. and in excess of \$500,000 in financial aid offers. The average offer of assistance was \$3,200. Of the graduating class 45% enrolled in college in the fall of 1976, four times greater than the class of 1975, which had 11% enrolled. The pattern of enrollment also changed drastically. In the class of 1975, 17% attended four-year colleges, as compared to 82% from the class of 1976. This complex model demonstrated the need of having an expert in the field of college admissions and financial aids in residence at the school level and at the school district level. (Author)

ED 146 495 CG 011 926

Mehr, Joseph
Task Analysis and Competency Based Training:
The Eigin Model.
Pub Date 7 May 77

Pub Date 7 May 77
Note—40p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (May 4-7, 1977, Hollywood, Fla.)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Career Ladders, Hospital Personnel, *Human Services, Institutional Personnel, *Manpower Development, Mental Health Clinics, *Performance Based Education, Program Guides, Skill Development, *Staff Improvement, *Task Analysis, Training Identifiers—*Elgin Competency Model
From July, 1974 to June, 1977, a federally funded project to develop a competency based training program for human service workers was run at Elgin Mental Health Center, a 750-bed inpatient, state psychiatric facility. During the

patient, state psychiatric facility. During the course of the project, over 500 discrete tasks were identified which such workers perform. Tasks were grouped into functional modules and Tasks were grouped into functional modules and competency (performance based) criteria were developed. A major effort of the project was to develop a training design using these modules, which could be integrated into an existing career ladder. By the end of the project, this objective was accomplished and an evaluation of the project was completed. The evaluation indicated the effectiveness of a competency hased assertable in effectiveness of a competency based approach in delivering training to human service workers.

ED 146 496 CG 011 927

Kelly, Jeffrey A. And Others Interpersonal Consequences of Sex-Typing and Androgyny: A Behavioral Aualysis. Pub Date May 77

Pub Date May 77
Note—16p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (May 4-7, 1977, Hollywood, Fla.)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Androgyny, Assertiveness, Attribution Theory, College Students, *Females, *Interpersonal Competence, *Males, Personality, Research Projects, Role Playing, *Sex Role, *Social Rehavior ty, Research Proj *Social Behavior

New measures of sex role style assess the respondent's self-attribution of sex-typed interper-sonal characteristics. In light of claims that an-drogynous roles are related to behavioral flexibilidrogynous roles are related to behavioral flexibility, the current study investigated the relationship between sex role orientations and performance in interpersonal situations. Males and females in each of four sex role categories (masculine-typed, feminine-typed, androgynous and indeterminate) role-played situations requiring the appropriate expression of either commendatory or negative assertiveness. Androgynous subjects were most effective in rated social skills components for both types of situations, while indeterminates were highly ineffective. Complex interpersonal situations apparently require the use of well-integrated masculine and feminine social skills. (Author)

ED 146 497 CG 011 928

Fliegel, Alan B.

Effects of Model Characteristics on Observational
Learning of Inmates in a Pre-Release Center.

Pub Date Apr 77

Pub Date Apr 77

Note—28p.; Paper presented at the meeting of the Ohio Academy of Science (86th annual, Columbus, Ohio)

EDRS Price MF-50.83 HC-\$2.06 Plus Postage.

Descriptors—Corrective Institutions, *Dress

Codes, "Identification (Psychological), Individual (Psychological), "Observational Learning, "Prisoners, Research Projects, "Role Models, Socialization Identifiers—*Uniforms

Subjects were 138 inmates from the pre-relea unit of a Southwestern prison system, randomly divided into three groups of 46 each. Each group viewed a video-taped model delivering a speech. The independent variable had three levels: (1) lecturer attired in a shirt and tie; (2) lecturer attired in a shirt and tie; (2) lecturer attired in a shirt and tie; (3) lecturer attired in a shirt and tie; (2) lecturer attired in a shirt and tie; (3) lecturer attired in a shirt and tie; (4) lecturer attired in a shirt and tie; (5) lecturer attired in a shirt and tie; (6) lecturer attired in a shirt and tie; (7) lecturer attired in a shirt and tie; (1) lecturer attired in a shirt and tie; (2) lecturer attired in a shirt and tie; (3) lecturer attired in a shirt and tie; (4) lecturer attired in a shirt and tie; (5) lecturer attired in a shirt and tie; (6) lecturer attired in a shirt and tie; (1) lecturer attired in a shirt and tie; (2) lecturer attired in a shirt and tie; (3) lecturer attired in a shirt and tie; (4) lecturer attired in a shirt and tie; (5) lecturer attired in a shirt and tie; (6) lecturer attired in a shirt and tie; (1) lecturer attired in a shirt and tie; (2) lecturer attired in a shirt and tie; (2) lecturer attired in a shirt and tie; (3) lecturer attired in a shirt and tie; (2) lecturer attired in a shirt and tie; (3) lecturer attired in a shirt and tie; (4) lecturer attired in a shirt and tie; (6) lecturer attired in a shirt and tie; (7) lecturer attired in a shirt and tie; (8) lecturer attired in a shirt and tie; (8) lecturer attired in a shirt and tie; (1) lecturer attired in a shirt and tie; (1) lecturer attired in a shirt and tie; (1) lecturer attired in a shirt and tie; (2) lecturer attired in a shirt and tie; (3) lecturer attired in a shirt and tie; (4) lecturer attired in a shirt and tie; (6) lecturer attired in a shirt and tie; (8) lecturer attired in a shirt attired in a shirt atti tired in a correctional officer's uniform; and (3) model attired in a T-shirt. After each group model attired in a 1-shirt. After each group viewed the tapes, subjects were administered a knowledge test and an evaluation questionnaire. Results revealed significant effects on the knowledge test and on two questionnaire items. Inmates learned the most from a correctional offind the state of from a model dressed in a correctional officer's uniform. Results support the following: (1) modeling behavior is an integral part of the characteristics of the model; and (2) modeling characteristics of the model; and (2) moderned behavior is a result of the perceived degree of similarity between the observer and the model. In terms of observational learning theory, cor-rectional agencies should discontinue the use of uniforms. (Author)

Pilot Training Project. Community-Based Criminal Justice Staff Development Project, Massachusette.

achusetts Residential Programs, Inc., Cam-

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.; Massachusetts State Committee on Criminal Justice, Boston.

Pub Date 31 Jul 7 Grant-LEAA-74-ED-01-0004

EDRS Price MF-\$0.83 HC-\$18.07 Plus Po

Descriptors—*Community Agencies (Public),
*Corrective Institutions, Courses, *Criminology, *Curriculum Planning, Edu

"Criminology, "Curriculum Planning, Educational Programs, Institutional Personnel, Pilot
Projects, Program Descriptions, "Staff Improvement, "Training, Workshops
This report on the pilot training phase of the
Community-Based Criminal Justice Staff
Development Project represents an attempt to
describe and document project efforts during the
months between October, 1975 and June, 1976
with a view toward providing a detailed guide for
future implementation of staff development activities for community-based programs. Because
of the project's complicated history and abrupt
termination due to finances, philosophy and curriculum planning sections have been included so
that those reading the report will understand why
certain decisions were made. The heart of the report is the workshop, on-site consultation and certain decisions were made. The heart of the re-port is the workshop, on-site consultation and training-of-trainers sections that describe in detail the kinds of services that agencies received and recommendations for changes in these services. Also important are sections that describe the con-sultants, staff and administrative policies and procedures dealing with successful implementa-tion of project activities. Ideas for new services are described in the Education and Special Pro-jects section. (Author/JLL)

ED 146 499 CG 011 930 Busch, Judith W. Blackwell, Peggy J.
Role Expectations of Parents of High School Stu-

dents.

Pub Date May 77

Note—13p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Albuquerque, New Mexico, May 11-14, 1977)

EDRS Price MF-90.83 HC-\$1.67 Plus Pestage.

Descriptors—"Educational Objectives, Educational Research, "Expectation, Parental Aspiration," Parent Attitudes, Research Projects, "Role Perception, "School Role, Sex Differences, "Sex Stereotypes

This paper discusses a study conducted with 100 parents of high school-age students in Albuquerque, New Mexico, to determine the nature and range of their goals for secondary education. Each parent participated in an open-ended, tape-recorded interview. Results of these interviews, while qualitative, revealed basic sex-role expecta-tions of parents for their children. Some parents, primarily middle- to upper-class Anglo, directed their comments specifically toward expanding the limits of traditional sex roles, and while no parent imus of traditional sex roles, and while no parent mentioned that girls might choose to remain sin-gle, many mentioned that boys might choose to remain bachelors. Most parents commenting on sex roles were basically conservative and assumed girls would be wives and mothers first and profes-sional workers second. Parents also ranked the 12 general outcomes (purposes of education) and the 47 Mediate Goals (manner in which educa-tion is accomplished) derived from the inter-views. The pattern of priorities indicated that women were more concerned with the day-to-day operation of the school system, stressing discipline, obedience, evaluation of teachers and administrators, and personal development. Men emphasized basic skills, working with others, vocational guidance and training, physical fitness, and equal opportunity. (Author/PFS)

ED 146 500 CG 011 931

Whipple, W. Scott Changing Attitudes Through Behavior Modifica-tion. Pub Date Jan 77

Note—10p.; Paper presented at the Annual Meet-ing of the National Association of Secondary School Principals (New Orleans, Louisiana,

School Financy
January, 1977)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

*Behavior

*Behavior Descriptors—"Alternative Schools, "Behavior Change, Behavior Problems, "Changing At-titudes, "Educational Environment, Failure Factors, Models, Motivation, Program Descriptions, Program Evaluation, *School Attitud Secondary Education, Secondary School Stu-dents, *Student Behavior, Success Factors

This article describes the philosophy and methods used by the staff at the Granite Alternative School in changing student attitudes through behavior modification. The students involved all have a failure syndrome or low self-image, and are dropouts from traditional high schools. are dropouts from traditional high schools. Among the techniques used are: (1) reinforcing good behavior (praise and approval); (2) caring for the student; (3) modeling by teachers serving as good examples; (4) token reinforcement (special grading system, letters of praise); and (5) creating a climate where success is attainable by all students. (Author/PFS)

ED 146 501 CG 011 932

Hoffmann, Eva How to Develop a Counselor's Role in Career Education: "How-To" Series Guide Stx. State Project to Implement Career Education,

New York, N.Y. Spons Agency—New York State Education Dept., Albany. Pub Date 75

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

*Counselor Education, *Counselor

secriptors—*Career Education, *Counselor Role, *Counselor Training, Guidance Counseling, Guides, Occupational Guidance, *Role Theory, *Skill Development, *Vocational Theory, *Skill Development, Vocations. Counseling Identifiers—State Project to Implement Career

Education
This is one of eight monographs developed by
the State Project to Implement Career Education
(N.Y.) and it is intended and recommended that
the entire series be utilized within schools to asthe entire series be utilized within schools to assure maximum achievement of objectives, since this monograph used alone will have limited effectiveness. It contains specific and detailed sections, including: Skills for Counselors in Career Education, Career Education, A Comprehensive Career Education System, Elements of Career Education Themes, Affective Elements for Career Infusion, Developmental Stages, and Counselor Activities. It is hoped that this guide will clarify counselors' own attitudes toward work and will give them a variety of skills and materials to help them use career guidance concepts and to integrate these concepts into day-to-day activities. (PFS) ED 146 502 CG 011 934 And Others

Kahn, Malcolm And Others
The Open Door: A Campus Peer Counseling

Pub Date 6 May 77

Pub Date 6 May 77
Note—27p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Hollywood, California, May 4-7, 1977)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Postriotors—*Counseling Services, *Guidance

escriptors—*Counseling Services, *Guidance Centers, Higher Education, *Peer Counseling, Peer Relationship, Program Evaluation, Psychological Studies, *Student Volunteers, *Volunteers

This report discusses in detail the development and operation of the Open Door, a peer counsel-ing center at the University of Miami, in opera-tion since 1970. It includes the historical development, a description of the volunteer workers, the training program, and research programs con-cerning the Open Door. Broadly speaking, the workers provide information, counseling, refer-rals, and crisis intervention on topics varying from birth control to academic problems to drug use. The workers also hand out informational literature and sponsor educational forums on topas birth control and homosexuality. (Author/PFS)

Gavilan, Marisal R. Ryan, Colleen Development, Implementation and Evaluation of a Competency Based Program in Counselor Edu-cation.

Pub Date [73]

Note-11p.; Paper presented at the Annual Meeting of the Midwestern Association of Behavior Analysis (3rd, Chicago, Illinois, May 14-17,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Posta us Postage. Certification,

Descriptors—*Counselor Certification,
*Counselor Qualifications, *Counselor Training, Evaluation Methods, *Performance Based
Education, *Professional Education, Program

This article describes the development, implementation, and evaluation of a competency based, criterion-referenced masters degree counselor education program. It delineates the program's philosophy; the procedures for establishing the exit competencies; task analyses for developing courses and field experiences; the assessment of students' competencies; and context, input, process and output evaluation which have taken place since the program's initiation. (Author)

ED 146 504 Sosin, Michael CG 011 938

Procedural Reform and the Reduction of Discre-tion: The Case of the Juvenile Court.

Wisconsin Univ., Madison. Inst. for Research on

Spons Agency—Department of Health, Educa-tion, and Welfare, Washington, D.C.; National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.; National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C. Pub Date Feb 77

Grant-75-N1-99-0010; 76-JN-99-0001; 76-N1-99,0009

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—Court Litigation, Delinquency, "Delinquents, "Due Process, "Equal Protection, "Justice, "Juvenile Courts The issue of controlling discretion in large public institutions is a crucial one in modern society, and procedural legal reforms are often viewed as one tactic of control. Using due process guarantees in juvenile courts as the substantive issue, this paper tests the utility of procedural reform in reducing discretion. Results indicate that procedural reform in the juvenile court has a quite limited impact. Few changes in court has a quite limited impact. Few changes in the role of legal actors or in case outcomes result from the mandates in juvenile courts. Further, the rrom the inangates in juvenile courts. Further, the results suggest that procedural guarantees may have minimal impact in other organizational contexts. Four mechanisms (Impact by definition, Impact by a throsphere, Impact by constraint, Impact by a change in Decision-Rules) may insure that compliance reduces discretion, and it is argued that procedural reforms can seldom successfully make use of these mechanisms. (Author)

ED 146 505

CG 011 939

And Others Kimmel, Ellen Women and Administration Institute: Making a Difference.

Pub Date Aug 77

Puo Date Aug //
Note—19p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Hollywood, California, May 4-7, 1977)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Responsibility,

*Procession of the Procession ing Education, Program Descriptions, *Sex Stereotypes, *Womens Education, *Working

This paper describes a training program for women designed to increase the number of women candidates for administrative openings (in Education), and to insure that graduates become sensitive to sex stereotyping so they will function as positive agents to eliminate its presence in schools. A total of 39 women during summers of 1975 and 1976 resided on campus at the University of South Florida for three weeks and studied, observed, role-played and analyzed their potential for leadership 18 hours a day. In followup interviews, all participants were on the move educationally, and have increased positive attitudes toward self and others, indicating they will be better able to succeed, once chosen to serve as leaders, (PFS)

CG 011 940

Rosen, Sidney And Others

Morale and Performance of Same-Age Peer Tutoring Partners as a Function of Relative Status and Equity.

Pub Date May 77

Note—13p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Hollywood, California, May 4-7, 1977) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, Elementary Education, *Helping Relationship, Models, *Peer Relationship, *Peer Teaching, *Performance Factors, Program Descriptions, *Training, *Tutoring
This paper describes the results of some same-

college-age peer tutoring experiments. It is based on a theoretical model that calls for greater satisfaction and performance to result from being assigned the role of tutor than of tutee, and assigned the role of the transport of the under equitable (status-congruent) rather than inequitable conditions. Same-sex tutoring pairs were formed of 94 Grade 6 students funct at fourth-sixth grade math levels, such that the randomly assigned tutor initially had great competence (the equitable condition), equal or lower competence than the tutee. Tutors were trained and tutored daily for three days each week in math. Following a review session on the fourth day, each took a math test and completed an at-titudinal questionnaire. After two weeks, the partners exchanged roles. Two types of analyses, one based on differences between successive pairs of weeks, th other involving differences between the last two weeks combined and the first two, produced significant support for the theoretical model. The results indicate that where same-age peer tutoring is employed in the public school classroom, (change in) role status and level of equity affect relative performance and morale of both tutors and tutees. (Author)

ED 146 507

CG 011 941

Nickerson, Eileen T. Learned Helplesness and Depression in Women; Or How to Keep Being a Woman From Being

Note—32p.; Paper presented at the Annual Con-ference of the American Association of Su-icidology (Boston, Massachusetts, May 20-22,

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—"Androgyny, "Assertiveness,
Behavioral Science Research, "Behavior
Change, "Females, Sex Role, "Sex Stereotypes,
"Sexisting tion State of the Art Reviews, Socialization, State of the Art Revie Womens Studies

Identifiers-*Depression (Psychological) This paper links the sex stereotypic socializa-tion of women towards passivity and insig-nificance theoretically and empirically with the greater incidence of learned helplessness and depression in contemporary American women as compared to men. The case is made for a more

androgynous, self-directed and undepressed person, female or male, and both short and longer-term developmental intervention strategems for behaviorally insuring the more optimal develop-ment and functioning of women are delineated. An extensive bibliography is included. (Author)

ED 146 508 CG 011 942 Children at Risk in School: Proceedings of a Day Conference at the Royal Commonwealth Society on Wednesday, February 5, 1975. National Association for the Care and Resettle-

ment of Offenders, (England).

Pub Date 5 Feb 75

Note—37p.

BORS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Reports, *Crime, Descriptors—Conference Reports, *Crime, *Delinquency, *Delinquency Prevention, Delinquent Rehabilitation, *Police School Relationship, *School Community Relationship, Social Responsibility, Welfare Services, Youth

Agencies
Identifiers—*Great Britain

This booklet consists of ther proceedings of a day conference at the Royal Commonwealth Society to explore the subject of crime preven-tion in relation to children in school. It is divided into several sections which speak to the following. (1) report summary of comments made by the various participants; (2) how teachers can help to combat crime; (3) crime prevention-the contribution of the school; (4) children at risk in school-a police view (juvenile crime statistics and how the police work with schools to combat delinquency); (5) schools and welfare agencies (problems of effective cooperation and suggestions as to how they can work harmoniously).

(PFS)

CG 011 943 ED 146 509

Van Sickle, Douglas J.

Anxiety and Assertive Training: A Program
Evaluation and Therapy Outcome Study. Pub Date Apr 77

Note—15p.; Paper presented at the Annual Meeting of the Western Psychological Association (Seattle, Washington, April 1977)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

DAS Frice MF-90.03 HC-91.07 Flas Footage. secriptors—Affective Behavior, *Anxiety, *Assertiveness, Behavioral Science Research, *Behavior Change, *Feedback, Program Descriptions, *Psychological Patterns, Research Methodology, *Training, Workshops Identifiers—*Reciprocal Inhibition Therapy

This paper describes the results of a study to:
) design and evaluate three clinically practicatemperature components of either behavioral rehearsal and feedback, anxiety management and behavior reversal/feedback, and (2) examine the relative effectiveness of assertive training regimens that focus on learning versus performance deficits. Forty-six university students volunteered to participate in a three-week (nine-hour) assertive training workshop. Subjects were pre-tested on two measures of assertiveness and two measures of anxiety, and then randomly astwo measures of anxiety, and then randomny as-signed to one of four conditions: (a) Assertive Training (AT): (b) Anxiety Management (AM): (c) Assertive Training and Anxiety Management (AT/AM): or (d) No Treatment Control (C). Subjects in the AT condition received five treatment components; AT/AM subjects received exactly the same treatment components plus train-ing in additional anxiety management procedure; ing in additional anxiety management procedure.

AM subjects were instructed in deep muscle relaxation. The results demonstrate the therapeu-tic effectiveness of three different assertive training regimens. All three treated groups con-sistently showed lower levels of anxiety and higher magnitudes of assertive behavior following treatment than did the control group. In addition, the behavioral measures showed a tendency for the AT group to be the most efficacious treat-ment strategy. (Author/PFS)

ED 146 510

CG 011 944

Cyr, J. Stones, M. J.
Cognitive Tasks as Predictors of Behavioral Competencies in the Aged.
Pub Date 14 Nov 76

Note—17p.; Paper presented at the Annual Meet-ing of the Canadian Association on Gerontology (Vancouver, British Columbia, November 11-14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior, Behavioral Science Research, *Cognitive Ability, *Geriatrics, *Gerontology, *Institutionalized Persons, Research, *Cognitive Ability, *Geriatri *Gerontology, *Institutionalized Persor *Older Adults, Prediction, Research Projects Identifiers—*Apathy

This paper discusses the quantitative and qualitative aspects of the relationship between cognitive abilities and behavioral competencies in elderly institutional residents. The former was aselderly institutional residents. The former was as-sessed by an array of five cognitive measures: two Piagetian tasks, Set Test, WAIS Vocabulary and Digit Span subtests, and the WMS Associate Learning subtest; the latter was assessed by the Stockton Geriatric Rating Scale (SGRS). The overall variance in common between the two sets of variables was approximately 70%. Of the cog-nitive tasks, those most highly predictive of behavioral competencies were the Piagetian tasks, Set Test and, to a lesser extent, WAIS Vocabular-v subtest. Of the four SGRS factors the one pre-Set Test and, to a lesser extent, WAIS Vocabulary subtest. Of the four SGRS factors, the one predicted to the greatest extent was apathy, with physical disability to a lesser extent. Since the strong relationship between apathy and cognitive abilities was obtained from an institutionalized sample, future research should try to discover whether such a relationship pertains only to the institutionalized setting or applies generally across the aged population. (Author/PFS)

ED 146 511

CG 011 945

Gutek, Barbara A.

Impact of the Bureaucratic Encounter on the
Client: Some Expected and Unexpected Con-

Note—30p.; Paper presented at the Annual Meet-ing of the Midwestern Sociological Society (St. Louis, Missouri, April, 1976) EDRS Price MF-50.83 HC-\$2.06 Plus Postage.

*Attitudes.

*Bureaucracy, *Community Agencies (Public), Government (Administrative Body), *Public Relations, *Social Agencies, State Agencies, Welfare Agencies, Welfare Services

This paper discusses a number of studies un-dertaken at the Institute for Social Research dertaken at the Institute for Social Research (Ann Arbor, Michigan) which indicate that the impact of encounter tends to produce a satisfied clientele. Despite this, government agencies suffer from poor image, being described as cold, inefficient, slow and impersonal. Since this seems contradictory, data from a national sample survey of 1, 431 adult Americans by the Survey Research 1973 are researched. The subjects were 1, 431 adult Americans by the Survey Research Center in 1973 are presented. The subjects were questioned on the specifics of their contacts with one of seven government service bureaucracies, as well as on the question of support for the political system. The analysis techniques involved the examination of bivariate relationships. In general, clients indicated fairly low levels of support for the comment of the support of of port for government agencies, particularly when compared to private companies. Clients who received assistance from government agencies were not more supportive of the government than were non-clients. Generally speaking, if the client's experience with the agency was negative it tended to give him an unfavorable view of all government agencies. (PFS)

ED 146 512 ED 146 512 CG 011 946 Glick, Ruth M. Neto, Virginia V. National Study of Women's Correctional Pro-

grams.
National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Jun 77 Grant—74-N1-99-0052

Note-393p.

Note—393p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C., 20402 (Stock Number 027-000-00524-1)

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—*Community

*Correctional Rehabilitation, *Corrective Institutions, *Demography, *Females,

*Institutions, *Demography, *Females, *Institutionslized Persons, Program Descriptions, Research Projects, Social Science

Research
This study of women's correctional programs identifies programs and services for women incarcerated in jails and prisons, and also outlines the range and types of community-based programs available to them. In addition it also profiles the typical women immate, providing information on the age distribution, marital status, number of children, educational and vocational attainment, criminal history, and the attitudes of the women

towards themselves and the jobs they held in the past. It includes a section on the criminal justice process, the methodology used in compiling the study, the research instruments used, and a list by state of women's correctional institutions with

Beneke, William M. Paulsen, Barbara K.
Extension Home Economists as Therapists in a
Behavior Modification Weight Loss Program.
Spons Agency—Department of Agriculture,
Washington, D.C.
Pub Date May 77
Grant—416-15-05
Note—88

Grant—w.o.

Note—8p.
Available from—William M. Beneke, Dept. or
Psychology, Lincoln University, Jefferson City,
Missouri, 65101

ME. 40.83 HC-\$1.67 Plus Postage.
Research,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Behavioral Science Research,
*Behavior Change, *Body Weight, *Counseling
Effectiveness, Extension Education, *Fernales,
Followup Studies, Group Counseling, *Home
Economics, *Improvement Programs, State
Programs, Therapists
A total of 150 overweight female subjects entered a behavior modification weight loss pro-

gram with extension home economists as therapists to determine the feasibility of state ex-tension services as a vehicle for widespread dis-semination of behavioral weight loss programs. The treatment, emphasizing stimulus control and nutrition education, consisted of 16 classes spaced over 20 weeks. One hundred eleven sub-jects completed treatment, posting a mean loss of 17.3 pounds. Significant therapist differences were noted, with therapists having higher attrition also having smaller weight losses in their groups. At the end of treatment subjects were divided into two maintenance conditions: Gradual withdrawal of treatment (GW) and continued treatment (CT). These differed in amount and fading of follow-up contact. The CT condition had more contact and a more abrupt termination of contact. By 18 months posttreatment the 63 subjects remaining had maintained over 80% of their treatment weight losses. No differences between maintenance conditions were observed at 3, 6, 12 or 18 months posttreatment. Therapist effects observed during treatment continu through the follow-up phase. (Author)

ED 146 514 CG 011 949

Etaugh, Claire
Development of Sex-Role Attitudes.
Pub Date 6 May 77

Note—7p.; Paper presented at the Annual Meet-ing of the Midwestern Psychological Associa-tion (Chicago, Illinois, May 5-7, 1977); Best copy available

CODY avaisable
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors— *Attitudes, *Changing Attitudes,
Children, Cross Sectional Studies, Literature
Reviews, Longitudinal Studies, *Maturation,
*Sex Differences, *Sex Role, *Social Attitudes,
Venue Adulte.

Current literature on sex-role attitudes has several shortcomings, including a paucity of lon-gitudinal and developmental data. Cross-sectional data collected in the mid-1970's indicate that college students express more liberal attitudes toward women with increasing years of college attendance. This shift could be due to intraindividual changes or to differential drop-out of more traditionally oriented students. Longitudinal research by this author and colleagues supports the intraindividual shift hypothesis. In addition, differential dropout of relatively traditional stu-dents seems to be involved for women but not for men. Several demographic correlates of sex-role attitudes in college students have been identified. On the average, students with more liberal view are female, major in liberal arts, are less religious, get better grades, and come from larger communities. Constructional studies are sexnities. Cross-sectional studies of sex-role attitudes in children indicate that older students (grades 7-11) express more liberal views toward role than do younger students (grades 4-6). At all ages studied, females are less traditional than males. (Author)

ED 146 515 CG 011 950 Wahler, Robert C. And Others
Social Systems Analysis: Implementing an Alternative Behavioral Model.

(DHEW), Rockville, Md. Center for Studies of Crime and Delinquency.

Pub Date Oct 76 Grant-MH-18516

Grant—MH-18516
Note—26p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Behavior Change, *Behavior Theories, *Children, *Intervention, Literature Reviews, Methods, Models, Personality Problems, *Reinforcement, *Social Systems Research and clinical workers in the field of applied behavior analysis appear wedded to the re-education model of child behavior change. A minute of the empirical literature strongly sugre-education model of child behavior change. A review of the empirical literature strongly sug-gests that this model is inadequate in a number of respects. In response to these inadequacies, the authors propose an expansion of the model — an expansion referred to as a social systems apexpansion referred to as a social systems approach. This approach is a measurement effort to reach beyond the dyadic view constraining the reeducation model. Some practical derivatives of such an alternative are presented and the specific steps to implement a social systems approach are outlined. (Author)

Juvenile Justice and Delinquency Prevention; Report of the Task Force on Juvenile Justice and Delinquency Prevention.

National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Dec 76

Note—843n. ED 146 516 CG 011 954

Note—843p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C., 20402 (Stock no. 052-003-00223-0)

EDRS Price MF-\$1.50 HC-\$44.87 Plus Posta Descriptors—Correctional Rehabilitation, Court Litigation, *Delinquency Prevention, Etiology, *Justice, *Juvenile Courts, Police School Relationship, Prisoners, Program Evaluation, Research Projects, *Socially Deviant Behavior, *Youth Problems

This report presents the national standards for juvenile justice and delinquency prevention developed by the Task Force on Juvenile Justice and Delinquency Prevention appointed in April 1975. The standards run the spectrum from guidelines for the police in areas such as preventive patrols, issuance of citations, and interrogation to post-dispositional monitoring of persons after release from detention. There are elaborate recommendations for the structuring of the family recommendations for the structuring of the failing court, the scope of duties and responsibilities of every component of such court, and criteria to be followed before permitting an endangered child to be removed from the care and custody of parents in the home environment. The report treats at length the subject of preadjudication processing, including areas such as detention, the dispositional hearing itself, and the selection and training of judges and lawyers engaged in the day-to-day handling of cases. There is an entire section of this report devoted to State and local planning and evaluation in the juvenile justice system. Standards in this portion of the report deal with the development of programs that take realistic cognizance of the present situation in a particular region, the data necessary for meaning-ful decisionmaking, and the establishment of an evaluation research capability. (Author)

ED 146 517 CG 011 955 Orzek, Ann M. Lack of Victim Responsibility as a Factor in

Defining Rape. Pub Date Apr 77

Pub Date Apr 77
Note—12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (April 13-16, 1977, Boston Massachusetts); Not available in hard copy due to marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Available from EDRS.

Descriptors—Aggression, College "Crime, "Rape, Research "Projects.

*Responsibility, *Role Perception, *Sex Role, Social Psychology, *Violence Identifiers—*Victim Responsibility

Lack of responsibility on the part of the victim was studied as a necessary component in determining whether a situation is defined as rape. Fifteen situations were presented to 200 students in upper level psychology courses at Southwest Missouri State University who were asked to determine if the situation constituted rarse. If so. Ss. mine if the situation constituted rape. If so, Ss were asked, on a seven-point scale, how responsi-ble the victim was. A Pearson "r" was performed correlating number of situations defined as rape

and number of situations where the victim had no responsibility. Significance was found for the en-tire sample. This would support the hypothesis that the individual who defines a situation as rape is more likely to see the victim as not responsible. The scores from the BSRI were correlated with the degree of responsibility when responsibility was determined (r/r). As sex role orientation of s became more feminine, r/r decreased.

ED 146 518

CG 011 956

Tennis, Gay H.
Sex Differences in Verbal Interaction Patterns of Mothers and Their Preschool Children. Pub Date 77

Pub Date 77

Note—10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (May 4-7, 1977, Hollywood, Florida)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Development, Developmental Psychology, *Locus of Control, Mothers, *Parent Child Relationship, Personality, Preschool Children, Research Projects, *Sex Differences, *Task Performance, *Verbal Communication

This study examines patterns of mother/child This study examines patterns of mother/child verbal interactions during task performance for differences related to the sex and locus of control (LOC) of the child. Subjects were 40 pairs of white, middle-class mothers and their children. The children-20 boys and 20 girls-were divided equally among first- and later-born 4- and 5-year olds. The children were classified as "Internals" or "Extravals" on the hear of their seconds. or "Externals" on the basis of their scores on an appropriate LOC scale. The social interaction of each pair was videotaped during four tasks: two puzzle tasks and two sex-typed tasks. All ver-balizations of each mother and each child were coded from the videotapes, and patterns in the flow of conversation between mother and child were examined. A mixed analysis of variance was used to examine effects of the child's sex, LOC, age or birth order on these probabilities. Boys and mothers of boys talked more than girls and mothers of girls. There were no significant differences in verbalization related to LOC, birth order, or age of the child. Sex differences in the overall amount and patterning of verbalization of boys vs. girls are discussed in relation to previous research in the area. (Author)

CG 011 957

Lester, Lewis F. Perez, Paul Hedonism vs. the Protestant Ethic: A Useful Discussion for Understanding Student Behavior. Pub Date Apr 77

Note—12p.; Paper presented at the Annual Meet-ing of the Eastern Psychological Association (April 13-16, 1977, Boston, Massachusetts) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors.—*Behavior Patterns, *College Stu-dents, Goal Orientation, Higher Education, In-dividual Characteristics, *Personality, Per-sonality Assessment, Psychological Characsoliativy Assessment, Psychological Characteristics, Psychology, Questionnaires, Research Projects, *Student Behavior, *Values Identifiers—*Ptedonism, *Protestant Ethic This study examines and supports the hypothes-

is that diverse student behavior can be meaningfully and usefully construed when viewed from the single perspective described here as hedonis vs. the Protestant Ethic. Subjects were 1375 male and female undergraduate students. Anonymous questionnaires dealing with background, academic life, social and sexual behavior, drug use, and help seeking, were collected during three successive academic years. Six comparable data sets were derived from the questionnaires, one for each sex in each of the three years. Each data set contained 42 variables per subject, and data from each set were treated separately. Product moment correlations were calculated from all complete data pairs, and the six resulting correlation matrices were factor analyzed using a principal components procedure. The six sets of first factor loadings proved highly consistent with each other. Associated with the hedonic end of this dimension are higher frequencies of sexual behavior and drug usage. Students who tend toward the traditional end of this dimension report opposite behavior patterns. Little change is observed within each sex over the three year period, but some sex differences exist. Conceptual simplicity and utility are offered by this unidimensional schema. (Author/JLL)

ED 146 520

CG 011 958 Goethals, George R. Napolitan, David A. The Attribution of Friendliness.

Pub Date [71]

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attribution Theory, *Friendship,
Interaction Process Analysis, *Interpersonal Relationship, Perception, Personality, *Psychological Characteristics, Research Projects, Social Attitudes, *Social Psychology

Subjects interacted once or twice with a confederate whose behavior in each interaction was rederate whose behavior in each interaction was friendly or unfriendly and either spontaneous or forced. Single interaction subjects formed impressions reflecting the confederate's behavior but not its cause. Subjects having friendly then unfriendly interactions formed impressions reflecting the cuase of the unfriendly behavior. (Author)

CG 011 960 dministrator's Handbook for Crime Prevention and Drug Education. ED 146 521

Texas Education Agency, Austin. Div. of Crime Prevention and Drug Education.

Pub Date Jul 75

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrative Policy, Administrator Guides, *Crime, *Drug Education, *Elementary Secondary Education, Needs As
*Elementary Deline, Formation, *Prevention, Prosessment, Policy Formation, *Prevention, Program Coordination, *Program Planning, State

Acts of three Texas Legislatures have man-dated that the schools of Texas provide a program for all public school students, grades K-12, in crime prevention and drug education. To assist schools in formulating a philosophy about and in developing appropriate programs and techniques for drug education and crime prevention pro-grams, the Texas Education Agency has developed a series of supportive publications. The Administrator's Handbook for Crime Prevention and Drug Education is one of this series and is designed to assist educators in developing a comprehensive program for their seried program attempt to accommodate the varied program inneeds of school districts, this guide contains in-formation and activities useful to the Board of School Trustees, Superintendent, and other edu-School Trustees, Superintendent, and other edu-cators in planning a delivery system for crime prevention and drug education. Because any type of education program requires extensive planning and delineation of goals, objectives, priorities, and alternative ways of achieving objectives, these guidelines provide suggestions and ideas suitable for developing or modifying a crime prevention and drug education program. (Author)

ED 146 522 CG 011 961 The Uniform Alcoholism and Intoxication Treat-ment Act: Law Enforcement Guidelines, In-

International Association of Chiefs of Police, Inc.,

structor's Manual.

Washington, D.C.
Spons Agency—National Inst. on Alcohol Abuse
and Alcoholism (DHEW/PHS), Rockville, Md.

Pub Date Aug 76 Contract—ADM-281-75-0014

Note-202p.; For related document, see CG 011 962

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage. Descriptors—Agency Role, *Alcohol Education, Community Agencies (Public), *Correctional Education, *Drinking, Guidelines, *Law En-forcement, Legal Education, Manuals, *Police, Socially Deviant Behavior, *Training

This manual is designed for use by law enforcement agencies during the conduct of training in connection with the Uniform Alcoholism and Intoxication Treatment Act. The suggested training program comprises six hours of instruction address, in addition to a short letter to the comprise of the comp s, in addition to a short introduction to the dress, in addition to a short introduction to the overall course. The major topical areas are: (1) Course Outline; (2) The Nature of Alcohol and Alcoholism; (3) Decriminalization and the Uniform Act; (4) The Police and the Treatment Program; (5) The Police Role; (6) Implementation Planning and Training Considerations; and (7) Considerations Concerning the Handling of Intoxicated or Incapacitated Persons. Each of these sections consists of three parts-administrative outline, lesson plan, and supporting training tive outline, lesson plan, and supporting training aids (transparencies). (Author/JLL)

ED 146 523 CG 011 962 The Uniform Alcoholism and Intoxication Treatment Act: Law Enforcement Guidelines.

International Association of Chiefs of Police, Inc., Washington, D.C.

Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md. Pub Date Aug 76
Note—207p.; For related document, see CG 011

Note—207p.; For related document, see CG 011 961; Some parts of document may be marginally legible due to print quality EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage. Descriptors—Agency Role, *Alcohol Education, Community Agencies (Public), *Correctional Education, *Drinking, Drug Education, Guidelines, *Law Enforcement, Legal Education, Manuals, *Police, *Training This text has been prepared in an effort to explain what the Uniform Act contains, intends to and cannot do. It also examines methods by

do, and cannot do. It also examines mehtods by do, and cannot do. It also examines methods by which the Act can be implemented as well as the manner in which implementation can be accomplished most effectively. Working within the parameters of the overall alcohol problem, it also addresses the major questions and concerns confronting the police, courts, and medical/rehabilitation personnel. (Author)

CG 011 972 ED 146 524

Davis, Gary L. Cross, Herbert J.

The Sexual Stereotype of the Black Male.

Pub Date [71]

Note—8p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Blacks, *Black Stereotypes, College Students, *Ethnic Stereotypes, Psychological Studies, *Race Relations, *Racial Attitudes, Research Projects, Sex (Characteristics), *Sexuality

This paper presents the results of a study to examine the existence of sexual stereotyping of black males by white college students. Subjects were 180 male and 180 female white undergraduates; they were tested in sexually segregated groups. Each read one of three types of porno-graphic stories (hard-core, erotic realism, or sex-ual fantasy). The male partner was black in half of the stories. Subjects rated the story characters and were asked to do a figure drawing of a nude black male and a nude white male. Overall results suggest that black males are stereotyped as more potent and sexual than whites. (Author/PFS)

Froehle, Thomas C., Ed.
Competency Based Counselor Education: Designing, Implementing, and Evaluating Criterion Referenced Instruction. ons Agency-Office of Education (DHEW),

Washington, D.C. Pub Date 76

Note—233p.; Due to small type parts of the document may be marginally legible
Available from—LAB for Educational Develop-

Available from—LAB for Educational Development, Indiana University, H.L. Smith Center for Research in Education, Room 180-D, Bloomington, Indiana, 47401 (\$4.00 each)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.
Descriptors—Counseling Theories, "Counselor Performance, Counselor Qualifications, "Counselor Training, Force Field Analysis, Guides, Models, Needs Assessment, "Performance Based Education, Program Evaluation, "Task Analysis, "Training Objectives tives

This monograph attempts a partial description of the development of the competency-based counselor education (CBCE) program and the procedures used to promote that development. The first section describes the distinguishing features of CBCE. It notes differences from more tures of CBCE. It notes differences from more traditional approaches, such as that under CBCE the evaluation focus is learner outcome, while traditional approaches tend to focus upon procedures used to promote desired student outcomes. The second section is concerned with the competency-identification procedures in CBCE. It describes some of the more common strategies for expressing commentments and identification procedures in CBCE. describes some of the more common strategies for generating competency statements, and identifies the strengths and weaknesses of each approach. The third section deals with the design of instructional support systems and the development and implementation of procedures for competency assessment and procedures for competency assessment and procedure and procedures. petency assessment and program evaluation. The fourth section critically weighs the Competency-Based Learning Model. (PFS)

CG 011 974

ED 140 Sab.
Ent., Dewey J.
A Review of Attitude Therapy: The History, Concepts, Further Applications, Advantages, and Disadvantages.

Note-17p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—*Behavior Change, Behavior Pat-terns, *Changing Attitudes, Methods, *Psychiatry, *Psychological Patterns, terns, *Chan; *Psychiatry,

*Psychiatry,
Psychological Studies, *Psychotherapy,
*Reactive Behavior, State of the Art Reviews
"Attitude" is an oreintation organized through
experiences which respond consistently to an object, person, or situation. Attitude Therapy is aimed at modifying a patient's patterns of behavior which is viewed as a group of symp-toms, rather than one specific symptom. Five attitude prescriptions employed in Attitude Therapy are: (1) kind firmness; (2) active friendliness; (3) passive friendliness; (4) no de-mand; (5) matter-of-fact. To date, the techniques and philosophy of this therapy have been used mainly in psychiatric settings, but they may be profitably used in community settings such as prolitably used in community settings such as half-way houses, group homes, etc. Five strengths of this therapy are explored, including the fact that it is easily understood and involves all staff persons. Three disadvantages are: (1) difficulty in attaining consistency and adequate training among all staff members; (2) lack of applicability of some attitude prescriptions to settings other than psychiatric; and (3) general lack of existing research. A list of references is included. (Author/PFS)

ED 146 527

CG 011 975

Dohner, V. Alton Alternatives--One Approach to Drug Education.

-67p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage. Descriptors—*Adjustment (to Environment), Al-cohol Education, Drug Abuse, Drug Addiction, *Drug Education, Elementary Secondary Education, *Family Life Education, Guides,

*Health Education, Individual Development, Social Problems, *Stress Variables

Social Problems, *Stress Variables
This publication attempts to produce greater
understanding of the complex problems of drug
abuse and drug dependence. The major emphasis
for prevention is through helping childred
develop to a healthy maturity. Section One
discusses various approaches to drug education
(scare and fear, matter-of-fact, styles of use and
protives society and continuum uses and alterna-(scare and tear, matter-or-tact, stytes of use an motives, society and continuum use, and alternatives to drug abuse). Section Two discusses motives for using mood-altering drugs (curiosity, mitation, peer pressure, well-being, instant achievement, relaxation, recreation, psychological support, rebellion, insight, etc.) Section Three discusses alternatives to drug abuse (meaningful relaxation, work and vocational skills, personal retaxation, work and vocational skins, personal awareness, social-political involvement, etc.) The final section briefly discusses a program of family living courses as they should be presented to various grade levels in school. Appendices include a list of various drugs and stimulants, and a short glossary of relevant terms. (PFS)

CG 011 976
Cosgrove, J. Michael Patterson, Charlotte J.
Plans and the Development of Referential Communication Skills in Young Listeners.
Pub Date Mar 77

Note-16p.; Paper presented at the annual meet-ing of the Society for Research in Child Development (New Orleans, Louisiana, March, 1977); For related document see EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Training, *Child

Descriptors—*Auditory Training, *Child Development, *Communication *Listening Comprehension, Listening Skills, Perception Tests, *Performance Factors, Primary Education, Psychological Studies, Research Projects, *Skill Development

This study investigates the development of listener skills during childhood, and the effects of instener skills during childhood, and the effects of introducing a brief plan for effective listening on children's listener performances. The subjects were 96 children, 24 at each of four ages (four, six, eight, and ten years) who were asked to play the role of listener in a referential communication game. The speaker was an adult confederate who produced messages of variable informational adequacy. After a set of pretest trials on the communication game, half of the Ss received a plan for effective listening. All Ss then participated in a set of posttest trials on the game. Principal dendent measures were the number of requests for further information and the number of correct referent choices by each listener. Significant development of listener skills was observed; older children asked more questions and made more correct referent choices than younger children. The plan facilitated the listener performances of all but the four-year-olds. A content analysis in-dicated that very few of the children's questions were egocentric in nature; the vast majority were specific and task-relevant. (Author)

ED 146 529 CG 011 977 CG 011 977
Cosgrove, J. Michael Patterson, Charlotte, J.
Training Referential Communication Skills: The Relative Effects of Plans and Modeling.
Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date Age 72

Pub Date Apr 77 Grant---MH-29423-01

Grant—MH-29423-01
Note—27p.; Paper presented at the annual meeting of the Eastern Psychological Association (April 13-16, 1977, Boston, Massachusetts); For related document see CG 011 976
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Auditory Training, Children, *Communication Skills, *Listening Comprehension, Listening Skills, Perception Tests, *Performance Factors, Primary Education, Psychological Studies, Research Projects, *Skill Development, *Training Techniques
This study investigates both immediate and delayed effects of two different training procedures on children's listener behavior in a referential communication setting. Using a 2 x 2

referential communication setting. Using a 2 x 2 design, the presence and absence of a plan for effective listening and modeling of appropriate listener behavior were varied, and the effects of these variations on 40 first graders' performances as listeners were assessed. An immediate test em-ployed referent items which were both similar nd dissimilar to those used in the training phase. and dissimilar to those used in the training phase.

The delayed test, using new referent items, was presented two to three days after training. In accord with predictions, results showed that chidren who had received training gave considerably more adequate listener performances than notraining control subjects on the immediate test, the second of the property of training control subjects on the immediate test, with both types of referent items. Moreover, effects of training were undiminished on the delayed test. Contrary to prediction, however, presentation of both types of training together was no more effective than either type separately. was no more enecutive than third specific since these findings stand in sharp contrast to the generally negative findings of previous attempts to train children's communication skills, possible explanations for the relative power of the present procedures are considered. (Author)

ED 146 530 CG 011 978

Richek, Herbert G.
A Note on Anxiety, Depression, and Religiousness in American College Students.
Pub Date [71]

Note-10p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Posts Descriptors—Adolescents, *Anxiety, *Behavior Theories, College Students, Higher Education, *Personality Theories, *Psychological Patterns, Psychological Studies, *Religious Factors,

earch Projects

Identifiers—*Repression

This paper presents a study in which Welsh's A and R scale scores have been related to religiousness. The A factor has been defined as "anxiety proneness versus ego resiliency" while the R factor is defined as "impulsivity versus con-trol." Subjects were 150 college students, 91 females and 59 males. The sole statistical technique utilized was canonical correlation, which yields both a univariate and a multivariate correlational matrix. Results support the speculawhich yields both a univariate and a multivariate correlational matrix. Results support the specula-tion that religiousness and lowered anxiety and heightened repression (control) are more strongly related in males than in females. Implication of the findings both for personality (adolescent) theory and further research are briefly discussed. It appears that the religious dimension most highly correlated with A and R, in females as well as males, is the phenomenological dimension of Nearness to God. (Author/PFS)

ED 146 531 CG 011 979

Grant, Edward Sawler, Joyce Sex and Age Differences in Future Temporal Per-

Pub Date Apr 77

Pub Date Apr 77
Note—34p.; Paper presented at the annual meeting of the Eastern Psychological Association (April 13-16, 1977, Boston, Massachusetts); Not available in hard copy, due to marginal legibility of original document
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bias, Children, *Cognitive Processes, *Developmental Stages, Psychological Studies, Psychology, Research Projects, *Self Concept, Sex (Characteristics), *Sex Differences, Sex Stereotypes, *Time Perspective This study explored sex differences in the Future Temporal Perspectives (FTP) of children. The influences of age, social class and intelligence were also investigated, or FTP was generally believed to be affected by them. Subjects were 96 boys and 96 girls, selected from 26 schools in Nova Scotia, from three age groups: 96-11.0, 12.0-13.6, and 15.0-17.0 years. Sex was found to be a fundamental component in the formation of ETP influencing it more basically than found to be a fundamental component in the for-mation of FTP, influencing it more basically than social class membership or intellectual level. Early sex labeling plus widely-held sex biases in-fluence later development of self concepts which, in turn, are important in the formation of FTP. It is suggested that FTP be studied as a useful tool in cross-cultural research, and also in the assessment of social change. (PFS)

ED 146 532 CG 011 980 Woolfolk, Anita E. Meyers, Linda Sex Roles and the Perception of Self-Disclosing Pub Date [75]

Note—9p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. DRS Price MF-\$0.83 HC-\$1.67 Plus Postage. lescriptors—Behavior Patterns, College Students, *Interpersonal Relationship, Personality Studies, Psychological Studies, Research Projects, *Role Perception, *Self Expression, *Sex Differences, *Sex Stereotypes, Social Behavior lentifiers—*Intimacy, *Self Disclosure This study examines the effects of sex upon the exception, avaluation, and reciprocation of self-

erception, evaluation and reciprocation of selfdisclosing behavior. Subjects were 68 Rutgers University undergraduates who responded to a written statement attributed to either a male or female. The statements varied according to level of intimacy; some disclosed intimate information, while others were superficial. Superficial disclosure elicited more disclosure from subjects. Intimate disclosure was perceived as negative, un-healthy, and feminine. The female speaker was seen as fairer, but the male aroused more emo-tion. Other sex differences were noted and briefly discussed, with the suggestion that further research should explore the effects of nonverbal behavior on self disclosure. (Author/PFS)

ED 146 533 CG 011 981 Jason, Leonard A. And Others Home Letters as a Technique in Behavior Management. Pub Date May 77

Note—9p.; Paper presented at the annual meet-ing of the Midwestern Association of Behavior Analysis (3rd, Chicago, Illinois, May 14-17,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—*Behavior Change, *Home Pro-Descriptors—*Behavior Change, *Home Programs, Mothers, *Motivation, *Parent School Relationship, *Parent Teacher Cooperation, *Positive Reinforcement, *Primary Education, Reinforcement, Research Projects, Rewards

This paper describes a first grader, manifesting high rates of problem behaviors in school, who was involved in two separate behavior management programs. Discussion of general behavior modification principles did not reduce problem behavior, but problem behaviors decreased considerably after daily letters from the teacher were sent to the child's mother (the mother made a family trip contingent upon receiving "good" conduct letters). Following the family trip, letters continued to be sent home, and the child's school misbehavior rates declined even further. This suggests that teacher and mother praise, and the gests that teacher and mother praise, and the good behavior note, successfully maintained the child's appropriate classroom behaviors. The author cautions that, given the case-study nature of this experiment, the findings need to be in-terpreted with caution. Replication with a larger sample would provide requisite data for determin-ing the generalizability of findings. (Author/PFS) ED 146 534 CG 011 982

Knowiton, Douglas D.

An Assessment and Analysis of the General
Public's Attitudes Toward Helping Professionals.

soonass.

Pub Date May 77

Note—13p.; Paper presented at the annual meeting of the Midwestern Psychological Association (Chicago, Illinois, May 5-7, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-90.83 HC-\$1.67 Plus Postage.
Descriptors—*Attitudes, "Community Services,
"Credibility, Delivery Systems, "Mental Health,
"Professional Personnel, Professional Services,
Psychiatric Services, Psychological Services,
Psychological Studies, "Public Opinion,
Research Projects, Surveys
This study assesses the attitudes held by the

This study assesses the attitudes held by the neral public toward providers of mental health help. Relationships were found to exist between attitudes, demographic variables (sex, education level, religion, age, marital status), indications of past behavior and expressions of future behavioral intentions. The following professions were included: Psychiatrist, Psychologist, Doctor, Nurse, Clinical Psychologist, Minister-Priest-Rabbi, Counselor, Social Worker, Attorney. A se-Rabbi, Counselor, Social Worker, Attorney. A se-mantic differential measure of attitude gave rankings of the professions on four dimensions: Evaluation, Potency, Activity and Trustworthiness. Across the analyses the trustworthiness dimension was the best predictor of future behavioral intention. The subjects in the study were 163 residents of the city of Grand Forks, North Dakota, selected through a random mailing of 600 questionnaires. (Author)

ED 146 535 Gil. David G.

CG 011 983

Societal Roots of Violence and Suicide. Summary.

Pub Date May 77

Note—7p.; Paper presented at the annual meet-ing of the American Association on Suicidology (May 20-22, 1977, Boston, Massachusetts)

Available from—Suicide Prevention Center of San Mateo County, 22010 20th Avenue, San Mateo, California, 94403

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Anti Social Behavior, Behavior Patterns, *Capitalism, Death, *Individual Development, Psychopathology, *Social Indicators, *Sociocultural Patterns, State of the Art Reviews, *Suicide, *Violence

This essay interprets the dynamics of suicide sed on a view of life as an autonomous process of the unfolding of genetically determined potential. The life process does not require external incentives; it depends, however, on needs-satisfying exchanges between individuals and their physical and social environment. Social orders of human groups can facilitate or obstruct these needed exchanges. Obstructions of these exchanges, and hence of the satisfaction of developmental needs, is defined as violence. Such obstructions may result from acts of individuals or from socially structured conditions. The latter form of violence is defined as "structural violence." Suicide tends to occur when individuals feel completely blocked in the unfolding of their potential as a result of structural violence. Conditions in the United States and in other capitalist societies are analyzed and are found to involve much structural violence, reflected in a high incidence of suicide. It is suggested that primary prevention of suicide requires political action toward eliminat-ing structural violence from the social order, rather than merely professional and technical measures. (Author)

CG 011 984

Bruce, Martin M.
A Guide to Human Relations in Business and In-Pub Date 69

Note-111p.

Available from—Martin M. Bruce, Ph.D., Publishers, 340 Oxford Road, New Rochelle, New York, 10804 (\$6.75 ea., 10% discount per

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage. brs Frick MF-30.5 HC-30.01 Pus Postage.
escriptors.—*Administrative Personnel,
*Business, Employer Employee Relationship,
Guides, *Human Relations, Industrial Personnel,
*Industrial Relations, *Management,
Development, *Personnel Management, Personnel Policy, Psychology This publication ranges from discussion of the reasons for human behavior to details important in effective selection and training of personnel. Divided into 15 chapters, the material covered in-cludes such topics as Understanding Behavior, The Human Being on the Job, Training, Planning Work, and Handling Individual Problems. Intended primarily for management, it includes a good bibliography of relevant publications. The stated goal of the publication is to help administrators build good human relations within the organization is corder to help extingise nutrat and ganization, in order to help optimize output and maximize profit. (Author/PFS)

ED 146 537 CG 011 985

Parachini, Allan
Reporter's Guide: Drugs, Drug Abuse Issues,
Pescurres Resources. Pub Date 75

Note-87p.

Available from—Drug Abuse Council, 1828 L Street, N.W., Washington D.C., 20036 (\$2.25 ea., \$1.50, quantity) EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—Agencies, "Drug Abuse, Drug Education, "Drug Legislation, "Information
Sources, "Journalism, "Narcotics, "News Reporting, Resource Guides, Resource Materials
The purposes of this booklet are: (1) to serve as a commentary on the evolution, state and problems of drug reporting; (2) to make the journalist aware of the prominent issues and some of the major misconceptions common among reporters, readers and/or listeners; (3) to serve as a guide to the fundamental background literature of the field; (4) to act as a source guide to potential interview or reference persons; and (5) to be tial interview or reference persons; and (5) to be a guide to terminology. It focuses primarily on the class of drugs which, for nonmedical use, are and have been illegal. Additionally, it contains research tips on drug reporting, a list of na-tionally important resource organizations, and lists of resources at both the individual and the state level. Information is extensive and well organized. (Author/PFS)

ED 146 538 CG 012 192

ED 146 538

McVey, Ronald And Others

Critical Issues and Innovative Approaches to
Career Development and Placement of Minority
Group Members and Young and Mid-career
Professionals: New Directions, The John Jay Professionals: New College Experience. Pub Date 23 Nov 77

Note-33p.; Paper presented at the annual meet-ing of the National Association of Student Pernel Administrators (Atlanta, Georgia, April

EDRS Price MF-\$0.83 HC-\$2.06 Plus Por Descriptors—Educational Programs, Guidance Services, *Higher Education, *Instructional In-Services, "Higher Education, "Instructional Innovation, Minority Groups, "Nontraditional Students, Open Enrollment, Professional Training, Program Descriptions, "Public Service Occupations, Student College Relationship, "Student Needs, Student Personnel Work, "Vocational Development

These five papers represent different aspects of John Jay College of Criminal Justice's efforts in the area of professional career development, with special attention given to the concerns of minority group students and young and mid-career professionals. The introductory paper summarizes the College's history in the area of career development. The second paper addresses the particular needs of the College's minority group student population. The third paper focuses on a number of different programs that were designed to meet the special needs of young and mid-career professionals while the fourth paper examines the College's initial efforts in the area of internships for all students. The fifth and final paper examines a profile of student needs at the special attention given to the concerns of minoripaper examines a profile of student needs at the College, which, although reflecting the widest possible range of student differences, suggests the many ways students share a common experience.

CS

ED 146 539 CS 003 620 Calfee, Robert Juel, Connie

How Theory and Research on Reading Assessment Can Serve Decision-Makers. ons Agency—Carnegie Foundation for the Advancement of Teaching, New York, N.Y.

Note—35p.; Paper presented at the Minnesota Perspectives on Literacy Conference (Minneapolis, Minnesota, June 1977); See re-lated document CS003621

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Decision Making, Diagnostic Tests,
*Educational Assessment, Elementary Secondary Education, *Models, *Reading Processes,
*Reading Research, *Reading Tests, Testing
Problems

Identifiers—*Interactive Reading Assessment System, *Minnesota Educational Assessment

Program

After reviewing the information that teachers and other decision makers need to have about student achievement and some recent advances in the theory and practice of reading assessment, the author makes a number of recommendations for improving assessment programs. These include: do less massive, broad-band testing, but improve the reliability and informativeness of what testing is done; look to instruction as the model for what to test, and then consider the inmodel for what to test, and then consider the in-fluence of the testing situation, the tester, and the materials; be sure the information will be or-ganized in a useful way, around theoretical models of the reading process. Too often, decision makers have the option of too little informa-tion (a single test score) or too much information (a myriad of behavioral objective scores). In developing these arguments, the Minnesota Edu-cational Assessment Program and the Interactive Reading Assessment System are analyzed to illustrate both problems and alternative approaches.

ED 146 540

Graves, Michael F.

A Response to Robert Calfee's "How Theory and Research on Reading Assessment Can Serve Decision-Makers." Pub Date Jun 77

Note-9p.; Paper presented at the Minnesota Perspectives on Literacy Conference (Minneapolis, Minnesota, June 1977); See re-lated document CS003620 EDRS Price MF-\$0.83 HC-\$1.67 Plus Posta

Descriptors. *Educational Assessment, Elementary Secondary Education, *Reading Improvement, *Reading Instruction, *Reading Research, *Teacher Education, Testing Problems

After some initial comments on Robert Calfee's discussion of ways in which theory and research in reading assessment can help decision makers, in reading assessment can help decision makers, the author makes two points: (1) we need to pro-vide a much better education for reading teachers than is currently being provided, and this will require radically larger amounts of time than are currently given to it; and (2) real improvement in students' reading ability is only likely to come when the various people involved (including test and program developers, university professors, and public school teachers and administrators; work together to improve the assessment and work together to improve the assessment and consequent instruction of their students. (AA)

CS 003 643 Palmatier, Robert A., Ed. (Issues in the Education of Reading Teachers.)

Pub Date 77

Journal Cit—Epistle; v4 n2 Entire Issue Spr 1977 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

escriptors—*Educational Practice, *Educational Problems, Elementary Secondary Education, Field Instruction, Higher Education, Performance Based Education, *Professional Associations, Program Design, Questionnaires, *Reading, *Reading Instruction, Teacher Education, Teacher Education This issue collects articles.

tification, "Teacher Education
This issue collects articles concerning the education of reading teachers. Deborah Osen Hancock and Jack Jones provide "California Professors of Reading: An Organization in the Process of Becoming," an article describing the role of the California Association of College Professors of Reading in teacher certification and program design. In "Attending to the Positive Outcomes of CBTE While Pleading for No Mandate." Richard design. In "Attending to the Positive Outcomes of CBTE While Pleading for No Mandate," Richard L. Allington calls for a fair appraisal of competency-based and field-based training in reading: What Are the Important Issues? A Referendum of Reading Professionals," by Robert A. Palmatier, S. Kemble Oliver, and Richard L. Allington, asks readers to provide their responses to 15 specific issues ranging from the definition of content-area reading to the role of the International Reading Association in teacher certification. (KS)

ED 146 542 DiPasalegne, Rosalee W. Ogletree, Earl J.

An Assessment of DISTAR by Chicago Innercity

Note-10p.; Study prepared at Chicago State University; See related documents CS 003 662-664; Not available in hard copy due to mar-

ginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Arithmetic, Beginning Reading, Black Students, *Compensatory Education Pro-grams, *Disadvantaged Youth, *Inner City, Preschool Education, Primary Education, Pro gramed Instruction, *Program Evaluation, Reading Instruction, *Reading Programs, *Reading Research, Remedial Instruction, Slow Learners, Surveys, Teacher Attitudes Identifiers—*Distar Reading Program, Illinois

The Direct Instructional System for Teaching Arithmetic and Reading (DISTAR) was developed to provide beginning and remedial instruction to disadvantaged children in preschool and the primary grades. The method places heavy emphasis on structure, programmed learning, drill, and repetition. To determine teachers' opinions of the DISTAR reading program, a questionnaire was administered to Chicago public school teachers who used DISTAR. The teacher sample consisted of 105 markets in the control of the control of

sample consisted of 105 randomly chosen primary teachers from 11 inner-city elementary schools located in predominantly black communities. This report summarizes the results of the survey and lists recommendations made by teachers for im-provement of the effectiveness of the DISTAR program. The report notes that the majority of teachers had a positive opinion of DISTAR. They thought that the program was effective with mo children, particularly with slow learners, and they found that pupils liked the program. However, teachers thought that DISTAR was not effective with all children, and a majority of teachers had modified the materials and presentation of the program to meet the needs of their own in-dividual situations. (GW)

ED 146 543 CS 003 663

Ogletree, Earl J. Ogletree, Gerda S. Teachers' Opinions of the DISTAR Rending Pro-

Pub Date [76] Note-14p.; Study prepared at Chicago State University; See related documents CS 003 662-

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Arithmetic, Beginning Reading,
*Compensatory Education Programs, *Compensatory Education Programs, *Disadvantaged Youth, Elementary Education, *Inner City, Programed Instruction, *Program Evaluation, Reading Instruction, *Reading Programs, *Reading Research, Remedial Instruc-tion, Slow Learners, Surveys, Teacher Attitudes Identifiers—*Distar Reading Program, Illinois

(Chicago)
The Direct Instructional System for Teaching Arithmetic and Reading (DISTAR) was developed to provide beginning and remedial instruction to disadvantaged children. This paper describes the DISTAR reading program, noting its heavy emphasis on programmed learning and repetitive drill exercises; it then cites the opinions of proponents and opponents of the program and notes the results of previous studies of the effectiveness of DISTAR. The paper summarizes the results of a survey in which 72 inner-city Chicago elementary school teachers who use the program responded to a questionnaire regarding their opinions of DISTAR (72% response). The results indicated that teachers thought DISTAR was an effective program, especially with slow learners, and that they liked the format and structure of the program and the ease of teaching it. How ever, teachers thought that DISTAR was not effective with all children, that it was not effective in teaching reading comprehension, and that it did not foster pupil interest more than did other programs. The teachers rejected DISTAR as an exclusive reading program; the majority said they would prefer using another system either alone or in conjunction with DISTAR. (GW)

ED 146 544 CS 003 664 Ogletree, Earl J.

Comparative Study of the Effectiveness of DISTAR and Eclectic Rending Methods for In-nercity Children.

Note—14p.; Study prepared at Chicago State
University; See related documents CS 003 662-

664 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Students Descriptors—Arithmetic, Black Students,
 *Compensatory Education Programs, *Compensatory *Disadvantaged

*Compensatory Education Programs,
*Disadvantaged Youth, Inner City,
*Kindergarten Children, Language Skills, Primary Education, Programed Instruction,
*Program Evaluation, *Readiness, Reading
Readiness, *Reading Research
Identifiers—*Distar Reading Program, Illinois

The Direct Instructional System for Teaching Arithmetic and Reading (DISTAR), a highly structured, systematic program, was developed to provide instruction to disadvantaged children. This paper cites the opinions of proponents and opponents of the program and notes the results of previous studies of the effectiveness of DISTAR. The paper then reports on a study in which the achievement scores of kindergarten pupils taught achievement scores of kindergarten pupils taught by the DISTAR program were compared with scores of kindergarten pupils taught by the Eclectic Readiness Program (ERP). The pupil sample consisted of 255 inner-city Chicago children from a predominantly black, lower socioeconomic level community. Sixty-four pupils, taught in classes of 12 to 15 pupils with the help of teacher aides and attriliary services, used the DISTAR language. auxiliary services, used the DISTAR language, reading, and arithmetic program. One hundred ninety-one pupils, taught in classes of 25 to 30 children with no teacher aides or auxiliary services, used the ERP program, which employed a variety of reading readiness methods. The results variety of reading readiness methods. In a results of language and mathematics tests administered to pupils at the end of the school year indicated that the ERP children obtained significantly higher achievement scores in reading and mathematics readiness than did the DISTAR pupils.

ED 146 545 CS 003 709

Alahuhta, Eila Practical Approaches to the Teaching of Rending

Pub Date Apr 77 Note-9p.; Paper presented at Premiere Con-ference sur la Lecture (Beaumont sur-Oise,

ference sur la Lecture (Beaumont sur-Oise, France, April 13-15, 1977)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Basic Skills, Beginning Reading, Early Childhood Education, Foreign Countries, Individual Needs, *Instructional Media Selection, Psychomotor Skills, *Reading Instruction, *Reading Readiness, Reading Research, *Speech Skills, *Teaching Methods Identifiers—*Finland
This study examines the relationship between

This study examines the relationship between preschool children's speech abilities and their basic abilities (perception, powers of reasoning, basic abilities (perception, powers of reasoning, and spatial orientation), providing insights into what teaching methods and materials can be useful for basic reading instruction in Finland. Results, gathered by ranking 100 preschoolers according to speech ability, show that children belonging to the poorer speech-ability groups have greater difficulties in perception, powers of reasoning, and spatial orientation than do those belonging to the better speech-ability groups. After discussing the basic aims of reading instruction in Finland and the teaching methods and materials now used in Finnish reading programs, materials now used in Finnish reading program the study concludes that basic abilities n stressed at the preschool level and that teachers of basic reading should use a variety of teaching methods and materials to meet students' in-dividual needs. (RL)

ED 146 546 CS 003 725

Figurel, J. Allen, Ed. Vistas in Reading. International Reading Association, Newark, Del. Pub Date 66

Note-605p.; See related documents ED073430 and CS003723; Proceedings of the Annual Convention of the International Reading Association (11th), vol. 11, part 1; The type is

small in some parts
EDRS Price MF-\$1,16 HC-\$32.81 Plus Postage.

Descriptors—Class Organization, *Conference Reports, Corrective Reading, Curriculum Planning, Individualized Instruction, Lin-guistics, Reading Comprehension, *Reading Reports,
Planning, Individualized Instruction,
guistics, Reading Comprehension, *Reading
Development, *Reading Instruction, Reading
Materials, *Reading Programs, *Reading
Research, Teacher Education, Teaching

Identifiers—*International Reading Association
This book is the first and largest volume of a
three-part work that constitutes the proceedings three-part work that constitutes the proceedings of the 1966 International Reading Association conference. The papers in this book represent broad viewpoints of reading at all instructional levels and are presented in the following sections: the presidential address and other major addresses, ten "sequences" on different facets of reading, general and professional concerns discussed in "sessions," and papers presented at cosponsored meetings. The following topics are discussed: reading development, literature as part of the reading program, reading materials, curriculum planning, class organization, reading programs, counselling and guidance in reading, corrective teaching in the classroom, problems in rective teaching in the classroom, problems in reading instruction, teacher education, using linguistics in reading instruction, environmental in-fluences, individualized instruction, reading research, research design, and evaluation in read-

ED 146 547 CS 003 730

Figurel, J. Allen, Ed.
Improvement of Reading through Classroom Practice. Proceedings of the 9th Annual Convention of the International Reading Association,

rnational Reading Association, Newark, Del. Pub Date 64 Note-347p.; Some parts may be marginally legi-

ble due to small type EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—Basic Reading, Class Organization, *Conference Reports, Content Reading, In-*Conference Reports, Content Reading, In-dividualized Instruction, Multimedia Instruc-tion, *Reading Development, Reading Diagno-sis, Reading Habits, *Reading Improvement, *Reading Instruction, Reading Materials, Teacher Education, *Teaching Methods Identifiers—*International Reading Association This book anthologizes the papers presented and discussed at the 1964 International Reading Association convention focusing on reading in

and discussed at the 1964 International Reading and Association convention, focusing on reading improvement through classroom practice. The book is divided into the following five parts: featured addresses; a discussion of current concerns in reading by leading authorities in the field; papers on 12 aspects of reading instruction, grouped within educational levels; papers that discuss research design, international aspects of reading and esterological foundations for reading and and psychological foundations for reading; and and psychological foundations for reading; and reports from meetings cosponsored by the International Reading Association. The following topics are discussed: content reading, classroom organization, basal-reading materials, individualized instruction, reading instruction integrated with language arts, multimedia approaches, clinical aspects of reading, teaching reading to the disadvantaged, developing lifetime reading habits, the role of the library in reading programs, preservice and in-service teacher education, and linguistic approaches to reading instruction. (RL) approaches to reading instruction. (RL)

ED 146 548 CS 003 734

Reading Grade Levels of Navy Rate Training Manuals and Non-Resident Career Courses. Final Report.

Chief of Naval Education and Training Support,

Pensacola, Fla. Report No-CNETS-2-75 Pub Date May 75

Note-78p. EDRS Price MF-\$0.83 HC-\$4.67 Plus Posta

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—Instructional Materials, Military
Science, Performance Factors, Post Secondary
Education, "Readability, "Reading Level,
"Reading Research, Training, Validity
Identifiers—"Navy
Reading Grade Levels (RGLs) of 185 Rate
Training Manuals (RTMs) and 188 Non-Resident
Career Courses (NRCCs) were determined using
the Flesch Reading Ease Score. Results indicated
that the majority of the RTMs and NRCCs were
written at the lower college grade level. The
RGLs vary widely within each RTM and NRCC,
ranging from the seventh grade to the college
graduate level in many cases. It is recommended

that the RGLs be interpreted with caution, because the relationship of reading grade levels and performance effectiveness has not been well established for any reading formula. Methods that could be used to improve the validity of reading formulas, as well as to determine factors involved in the reading skill development of experienced Navy personnel, are presented. (Author/AA)

ED 146 549 CS 003 742

Whetstone, B. D. Shelton, John

The Status of Reading Instruction in Alabama Alabama Education Study Commission, Mont-gomery.; Alabama State Dept. of Education, Montgomery. Report No-AESC-20 Pub Date 76

Note—40p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Po

Descriptors—Elementary Secondary Education, Program Development, *Reading Achievement, *Reading Improvement, *Reading Instruction, *Reading Programs, State Surveys Identifiers—*Alabama

Identitiers—Alabama
In August 1973, the Alabama State legislature resolved that from 1973 through 1978, the top priority goal for education in Alabama should be proficiency in reading. This report to the legislature summarizes the status of reading instruction in the 1973-1974 and 1974-1975 academic years, which is a state of the control of the cont in the 1973-1974 and 1974-1975 academic years, including special reading-related programs and both city and county results on the California Achievement Test. A plan for improving reading instruction in Alabama schools, adopted by the State Board of Education and the Education Study Commission, is also included in the report.

ED 146 550 CS 003 743

Mikulecky, Larry Joseph
The Developing, Field Testing, and Initial Norming of a Secondary/Adult Level Reading Attitude Measure That Is Behaviorally Oriented and Based on Krathwohl's Taxonomy of the Af-Pub Date 76

Note-187p.; Ph.D. Dissertation, The University of Wisconsin-Madison

of wisconsin-Madsion Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-28,162, MF \$7.50, Xerography \$15.00) Document Not Available from EDRS. Descriptors—*Attitude Tests, Doctoral Theses,

*Norms, Post Secondary Education, Reading Habits, *Reading Interests, *Reading Research, Secondary Education, *Student Attitudes, Test Construction

Identifiers-*Reading Attitudes, Wisconsin

This dissertation reports the development of This dissertation reports the development of the Mikulecky Behavioral Reading Attitude Measure (MBRAM), designed to be appropriate for use with mature readers. Items were written with direct reference to the Hovland-Rosenberg tricomponent model of attitude and to the stages of Krathwohl's Taxonomy of the Affective Domain. The MBRAM was administered to 1,750 subjects require from seventh grade through one subjects ranging from seventh grade through col-lege/adult. Some 1,343 of the subjects were public school students selected from urban, suburban, and rural populations. These subjects were randomly sampled to create a composite, stratified Wisconsin population model. Norms for the MBRAM are reported for each grade level in terms of this model and also in terms of urban, suburban, and rural populations. No significant differences in scores of urban, suburban, or rural subjects were found for grades seven to ten, but rural subjects exhibited slightly higher MBRAM scores in the upper grades. Reading attitude scores decreased slightly in all locations with each year in school. (Author/AA)

ED 146 551 CS 003 744

Miller, Margery Staman

Evaluation of a Junior High School Program

Designed to Improve Reading, Self-Concept, and

Classroom Behavior.

Pub Date 76

Note-119p.; Ed.D. Dissertation, University of

Note—119p.; Ed.D. Dissertation, University of Pennsylvania Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-4677, MF \$7.50, Xerography \$15.00) Document Not Available from EDRS. Descriptors—Doctoral Theses, Grade 7, Junior High Schools, *Program Evaluation, Reading Achievement, *Reading Instruction, *Reading

Research, *Remedial Reading, *Self Concept,

Self Esteem, *Student Behavior Two groups of seventh-grade students par-Two groups of seventh-grade students participated in a comparison of the effects of an experimental remedial reading program emphasizing positive self-concept and improved behavior and a control program. A total of 57 students participated in the thirty-week program. Results from the Coopersmith Self-Esteem Inventory, the Stanford Diagnostic Reading Test, and the Coopersmith Behavior Rating Form did not indicate significant differences between the experimental and control groups in reading competency, self-concept, or classroom behavior. Correlations among the variables did indicate interrelations among the variables did indicate interrelations.

ED 146 552

Anthony, Lillian Improving Reading Flexibility. Pub Date 76

Note-111p.; Ed.D. Dissertation, Yeshiva Univer-

CS 003 745

sity
Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
77-5000, MF \$7.50, Xerography \$15.00)
Document Not Available from EDRS.
Community Colleges, Doctoral

Document Not Available from EDRS.
Descriptors—Community Colleges, Doctoral
Theses, Junior Colleges, Post Secondary Education, "Program Evaluation, "Reading Instruction, "Reading Research, "Reading Skills,
"Remedial Reading, "Teaching Machines
This study compared four approaches to improving reading flexibility of community college
students advised to enroll in a remedial reading
skills program. The experimental group practiced
on the Educational Developmental Laboratories
Controlled Reader (hardware group). Three con-Controlled Reader (hardware group). Three con-trol groups also participated: software group, core program group, and no-instruction group. The software group used the controlled reading study guide and followed the same procedures as the hardware group, but without the use of the machine. The core program group used the regu-lar reading program of the department. The noinstruction group received no practice. All 160 students completed the Spache-Berg Test of Reading Flexibility at the end of the experiment. Results indicated no differences among the four groups in the number of correct answers. The noinstruction group spent significantly less time than the hardware and software groups in per-forming the scanning task. The software group spent significantly less time than the no-instruction group in performing the thorough reactask and reflected negative flexibi (Author/AA)

ED 146 553 CS 003 756

Marshall, Hermine H. Variations in Classroom Structure and Growth in

Reading. Pub Date Aug 77

Note—25p.; Paper presented at the Annual Meet-ing of the American Psychological Association (San Francisco, August 1977); Table is mar-ginally legible due to print quality ginally legible due to print quanty
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Environment, Class-

Descriptors -*Classroom Environment, Class-room Techniques, Open Education, Primary Education, *Reading Achievement, *Reading Instruction, *Reading Research, *Teaching

This study investigated the effect of various dimensions of classroom structure on children's reading skills. Two classrooms each from grades three were selected by district add tors as outstanding examples of different types of classroom structure. A sample of 16 children was drawn from each class. Each classroom was observed on the same two days of the week, for three consecutive weeks, by trained observers using instruments that focused separately on teacher and student behaviors. The Wide Range Achievement Test was administered in the fall and again in late spring. Among the findings were that there were significant relationships between growth in reading and classroom openness, stu-dent involvement, and student responsibility for learning. Negative correlations were found between growth in reading and both the amount of teachers' controlling behaviors and positive emotional tone. (AA)

ED 146 554

Whetstone, B. D. The Teaching of Teaching of Reading in Alabama Schools. Report No. 17. Alabama Education Study Commission, Montgomery.; Alabama State Dept. of Education, Montgomery.

Pub Date Jun 74

Note—54p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Education,

*Pleasing Instruction, Reading Materials, *Reading Programs, *State Surveys, *Teacher Characteristics, *Teaching Methods Identifiers—*Alabama

Identifiers—*Alabama
This report presents the results of a study of
the instructional activities in reading used by 759
Alabama teachers of kindergarten through grade
nine. Activities are described in the context of
how instruction is organized, the professional
characteristics of the teachers, and the methods
and materials used in reading instruction. In summarizing the results, the report notes that the
most distinguishing characteristic of reading inmost distinguishing characteristic of reading in-struction in Alabama is the variety of approaches, materials, and attitudes present in the cla Questions about reading instruction that need to be resolved by further research and coordination are listed. (GW)

ED 146 555

Mara, Patricia Sorenson, Juanita 57 Word Attack Skill Games. Wisconsin Univ., Eau Claire. Pub Date Feb. 22

Available from-Dr. Juanita Sorenson, University of Wisconsin-Eau Claire, Library 1109, Eau Claire, Wisconsin 54701 (\$7.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Beginning Reading, Educational Games, Phonics, Primary Education, *Reading Games, *Reading Instruction, Reading Skills, *Skill Development, Word Recognition, *Word Study Skills

Identifiers-*Wisconsin Design for Reading Skill

Development
These 57 game cards were developed to help eachers build their resource files for word-attack skills. Cards are keyed to skills suggested by the Wisconsin Design for Reading Skill Development and are color-coded according to their ap-propriateness for children in kindergarten through grade three. The front of each card gives the name of the skill, description of the skill ob-jective, directions and the number of players, content for game boards or other materials, and the answer key (if needed). The back of each card provides instructions and suggestions for the teacher, illustrations of game boards, and other information needed to make the game. (KS)

Chall, Jeanne S.
Reading 1967-1977: A Decade of Change and Promise. Fastback 97.

Phi Delta Kappa Educational Foundation, Bloomington, Ind. Pub Date 77

Available from—Phi Delta Kappa, Eighth & Union, Box 789, Bloomington, Indiana 47401 (\$0.75 non-member, \$0.60 member) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Adult Literacy, Beginning Reading,
Elementary Secondary Education, Environmental Influences, Evaluation Methods, Higher
Education, Learning Disabilities, Readability,
*Reading, *Reading Development, *Reading
Instruction, *Reading Research, *Theories
An overview of some of the important developments in the psychology and teaching of reading
during the past ten years is presented in this

during the past ten years is presented in this booklet. Four developments that are charac-teristic of the decade are described in an introduction: reading and social conscience, growth in reading research, increase in interdisciplinary advisory committees, and growth in the professions of reading. Central issues during this period focused on how to teach the beginning reader, when to start instruction, concern for mature reading, reading and learning disabilities, early prediction and international contents and approximate the professional description and international contents and approximate the professional description and international contents and approximate the professional description prediction and intervention, testing and evaluation, readability measurment, and environmental factors related to reading development. Each issue is discussed in a separate section; a bibliography completes the booklet. (KS)

CS 003 764

Ball, Edward H.

Report on Phase I (Interest, Comprehension, & Readability) Prepublication Learner Verification of "Reading Basics Plus," Harper & Row, Publishers, Inc. arper and Row, Publishers, Inc., New York, N.Y.

Pub Date Nov 75 Note—12p.; See related documents ED 142 935 and CS 003 765

and CS 003 765
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Basic Reading, Comprehension, Interest, Intermediate Grades, *Readability, Reading Level, *Reading Materials, *Textbook Preparation, *Textbook Research, Vocabulary "Reading Basics Plus" consists of an integrated set of texts, workbooks, duplicating masters, word cards, charts, and teacher's guidebooks. By a process of small group trials, students' and teachers' reactions to the proposed content of the "Reading Basics Plus" program for grades four, five, and six were obtained in order to provide editors and contributors with information about editors and contributors with information about interest level, readability, comprehensibility, and vocabulary in the proposed selections. Results indicated that pupil interest in the material was high and that the level of reading difficulty of the material was appropriate for the grades for which it was designed. In addition, detailed information was gathered regarding specific difficult words in the proposed selections. This information was used in the development of glossaries and teacher's editions for the program. (Author/GW)

ED 146 558 CS 003 765 Ball, Edward H.

Report on Phase III (Interest, Comprehension, & Readability) Prepublication Learner Verification of "Phantoms and Fantasies," Seventh Reader and "Gnomes and Knots," Eighth Reader of "Reading Basics Plus," Harper & Row, Publishers, Inc.

Harper and Row, Publishers, Inc., New York,

Pub Date Jun 77

Note-12p.; See related documents ED 142 935 and CS 003 764

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—*Basic Reading, Comprehension, Glossaries, Grade 7, Grade 8, Interest, Junior High Schools, *Readability, *Reading Materials, *Textbook Preparation, *Textbook Research, Vocabulary

The seventh-grade and eighth-grade program of "Reading Basics Plus" consists of an integrated set of texts, workbooks, and teacher's guidebooks. By a process of small group trials, students' and teachers' reactions to the proposed dents' and teachers' reactions to the proposed content of this program were obtained in order to provide editors and contributors with useful information about interest level, readability, comprehensibility, and vocabulary in the proposed selections. Results indicated that pupil interest in the material was high and that the level of reading difficulty in the materials was appropriate for the grades in which it was tested. In addition, detailed information was gathered regarding specific difficult words in the proposed selections. This information was used in the development of clossaries and teacher's editions for the program. aries and teacher's editions for the program.

ED 146 559 CS 003 768

Wassman, Rose California College Reading Programs: The State of the State. Pub Date 77

Note-16p.; Study prepared at De Anza College EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Catalogs, *College Programs, Educational Assessment, English Instruction, Higher Education, Reading Diagnosis, *Reading Instruction, *Reading Programs, Scheduling, *State Surveys, *Study Skills Identifiers—*California

In this study of the scope of reading and study skills programs in California colleges, 97 college catalogs, written for 1974-75, were studied, and on-site visits were made to 25 colleges. Information reported concerns the type of college departments ments offering reading programs, program for-mats and scheduling, diagnosis of reading needs, the degree to which catalogs accurately reflect program offerings, the need for the revision of reading programs to provide for more remedial courses, specific skills taught in reading courses, combined teaching of reading and writing, study skills training, and specialized courses. Among the conclusions was that the ideal reading program is an eclectic one, employing extens diagnostic testing, a variety of materials, well-trained instructors, tutors, and paraprofessionals, and a balanced combination of individualized laboratory practice and classroom interaction.

ED 146 560 CS 003 769

Lymn, Helen Huguenor
Literacy and the Nation's Libraries.
American Library Association, Chicago, Ill.
Pub Date 77
Note: 232

Note-232p. Available from—Order Department, American Library Association, 50 E. Huron St., Chicago, Illinois 60611 (\$12.50 cloth)

Document Not Available from EDRS.

Descriptors—Adult Basic Education, Independent Study, *Librarians, *Libraries, Library Planning, *Library Programs, Library Role, *Literacy, *Literacy Education, Program Development, *Program Planning, Reading Instructions struction

This manual guides libraries and librarians in This manual guides libraries and librarians in the planning, organization, and procedures of literacy programs. After a review of literacy goals, chapters of the book discuss the specific roles of libraries and librarians in literacy programs; essential steps in planning literacy programs; estimated in the programs in public, school, academic, and state libraries; programs are procedured groups that are potential clients for population groups that are potential clients for literacy programs; the nature of reading and read-ing instruction; and librarians' questions about ing instruction, and inbrarians questions about literacy programs. Appendixes provide "how-to" suggestions, resources, library-project profile re-ports, and summaries of national literacy studies. A glossary and general bibliography are included. (RL)

Diamond, Lynn D.

Resistance to Change: Relationship of Personality
and Cognitive Ability to Innovation Diffusion Pub Date Oct 77

Note—27p.; Paper presented at the Annual Meeting of the College Reading Association (Cincinnati, Ohio, October 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Change Strategies, *Cognitive Style, College Students, Educational Research, Higher Education, *Individual Characteristics, *Instructional Innovation, *Learning Activities, *Learning Characteristics, *Teaching Techniqu

This study examines the influence of personality and cognitive attributes on innovation, focusing on student ability to adapt to changes in learning strategies. Tests were administered to 186 college students, evaluating their levels of self-esteem, need for social approval, dogmatism, critical thinking, reading achievement, and previous academic accomplishments. The students were then taught a "graphic organizer strategy" and, after one month, were tested for use of the strategy. The primary finding suggests that subjects scoring high on critical thinking, self-esteem, and high school average have concomitantly low dogmatism scores and tend to master the learning better than students with the inverse scoring profile. Other results indicate that reading This study examines the influence of personaliprofile. Other results indicate that reading achievement and need for social approval are not related to mastery of learning strategies, that self-esteem is related to observed use of new learning, and that dogmatism, critical thinking, need for social approval, academic achievement, and read-ing achievement have little influence on the observed use of the new strategy after mastery. The study concludes that knowledge of students' personality and cognitive attributes can be used to match learners with learning strategies that will produce optimum results. Implications for further terresults discussed (Author(RI)) search are discussed. (Author/RL)

ED 146 562 wn, Ann L. CS 003 773

Brown, Ann L.

Knowing When, Where, and How to Remember:
A Problem of Metacognition. Technical Report
No. 47.
Bolt, Beranek and Newman, Inc., Cambridge,
Mass.; Illinois Univ., Urbana. Center for the

Study of Reading.

pons Agency—National Inst. of Education
(DHEW), Washington, D.C.

Pub Date Jun 77 Contract—400-76-0116 Grant—HD-05951; HD-06864

Note-152p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Pos Descriptors—*Cognitive Processes, Cultural Fac-tors, Elementary Secondary Education, *Learning Processes, *Literature Reviews, *Memory, *Problem Solving, *Psychological Studies, Reading Research Identifiers—*Center for the Study of Reading

(Illinois)

This report focuses on the development of general problem-solving skills which are subsumed under the general heading of metacognition: in particular, the skills of predicting, checking, monitoring, reality testing, and coordinating and controlling deliberate attempts to learn or solve problems. The report is organized in five sections: an introduction, a discussion of the term metacognition, a relatively long review of the literature (focusing particularly on results from the author's laboratory), a discussion of the types of questions being addressed in current research programs devoted to metamnemonic development, and a discussion of the cultural relativity of many of the traditional memory skills. (AA)

ED 146 563

CS 003 774 Anderson, Thomas H. And Others
Computer Assisted Problem Solving in an Introductory Statistics Course. Technical Report

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the

Study of Reading.

Pub Date Aug 77

Pub Date Aug //
Note-26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Instruction, *Computer
Assisted Instruction, Computer Programs,
Higher Education, Programed Materials, Reading Research, *Statistics

Identifiers—*Center for the Study of Reading

(Illinois)

The computer assisted problem solving system (CAPS) described in this booklet administered (CAPS) described in this booklet administered "homework" problem sets designed to develop students' computational, estimation, and procedural skills. These skills were related to important concepts in an introductory statistics course. CAPS generated unique data, judged student performance, provided hints about problem solving strategies, and stored relevant performance data. A PDP-10 computer, with hard copy and CRT terminals, was programmed to interact with students in an instructional mode. Courseware was coded in interactive Fortran and nackaged so that coded in interactive Fortran and packaged so that additional items could be added easily to the ex-isting problem set. After three semesters of implementation, student reaction to CAPS is generally favorable. (Author)

ED 146 564 CS 003 775

Brewer, William F.
Memory for the Pragmatic Implications of Sentences. Technical Report No. 65.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Studies of Residies of Page 1

Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 77

Contract-400-76-0116

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—College Students, Memory, *Pragmatics, *Psychological Studies, *Reading Research, *Recall (Psychological), *Semantics, Sentences

Identifiers-*Center for the Study of Reading (Illinois)

(Illinois)
A sentence "pragmatically implies" another sentence when information in the first sentence leads the hearer to expect something that is neither explicitly stated nor necessarily implied by the original sentence. Thus, the sentence "The safe-cracker put the match to the fuse" pragmatically implies that "the safe-cracker lit the fuse." In a cued-recall task with sentences containing pragmatic implications. 19% of the sentences pragmatic implications, 19% of the sentences were recalled correctly, while 26% of the responses consisted of the pragmatic implications of the original sentences. The data were interpreted as

demonstrating the strong interaction of the sub-

jects' long-term knowledge with their episodic memories of the sentence-recall task. (Author)

ED 146 565 CS 003 776 Goetz, Ernest T. Osborn, Jean H.

Procedures for Sampling Texts and Tasks in Kin-dergarten through Eighth Grade. Technical Re-

port No. 30.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the

Mass.; linnois Chiv., Creating Study of Reading. pons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 77 Contract—400-76-0116

Grant-NIE-G-74-0007

Grant—NIE-U-14-UUU/ Note—80p. EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage. Descriptors—"Beginning Reading, "Classroom Observation Techniques, Elementary Educa-tion, "Reading Instruction, "Reading Materials, "Reading Research, Research Needs, Research Problems, Research Proposals Identifiers—"Center for the Study of Reading (Illication)

(Illinois)

An understanding of how children interact with reading material in educational settings is crucial to the understanding of successes and failures in teaching children to become skilled readers. This report describes the development of a plan for observing, describing, and coding reading activities in a representative sample of classrooms. The observational system was intended to provide a unified, information-rich description of classroom architecture and reading materials. reading activities and reading materials. A preliminary analysis was made of changes that preliminary analysis was made of changes that might be expected in reading activities and materials between the lower (kindergarten through third) and middle (fourth through eighth) grades. The feasibility of detecting such changes in a corpus of coded observations was considered. After weighing the costs and benefits of collecting a representative corpus, it was con-cluded that current needs, both theoretical and cluded that current needs, both theoretical and applied, might be better served by small studies that focus on specific questions. (Author/AA)

ED 146 566 CS 003 777

Durkin, Dolores Comprehension Instruction-Where Are You? Reading Education Report No. 1. Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the

Study of Reading. pons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 77 Contract—400-76-0116

Contract—400-70-0110
Note—14p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Elementary Education, *Phonics,
*Reading Comprehension, *Reading Instruction, Reading Research, *Teaching Techniques,
Vocabulary Development
Identifiers—*Center for the Study of Reading

This report provides an informal discussion of observations conducted in twenty-three class-rooms in six schools. Observations focused on instruction in reading comprehension in grades three through six. The report also comments on comprehension instruction, on the teaching of word meanings, phonics instruction, and on the presence of extra teachers or teaching aides in the classroom. (AA)

ED 146 567

Asher, Steven R.

Sex Differences in Reading Achievement. Reading Education Report No. 2.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Pacedian Control of Pacedian Control

Study of Reading.
pons Agency—National Inst. of Education
(DHEW), Washington, D.C.

Pub Date Oct 77

Contract-400-76-0116

Note—30p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptor—Elementary Education, *Literature Reviews, Performance Factors, *Reading Achievement, *Reading Instruction, *Reading Interests, *Reading Materials, Reading Research, *Sex Differences Identifiers—*Center for the Study of Reading

(Illinois)

After reviewing the evidence that boys in American elementary schools are far more likely

than girls to have serious reading problems, this report considers two lines of investigation into this discrepancy. The first line of investigation is based on the hypothesis that the predominance of female teachers in elementary schools is responsitemate teachers in elementary schools is responsible for boys' poorer reading performances; the second is based on the hypothesis that the material children read in school is unappealing and that boys would read as well as girls if they were given more interesting material. The author concludes that despite the plausibilitie of the hearthstart. that, despite the plausibility of the hypothesis that boys might benefit from having male teachers, this assumption is not supported by the data. The research on high-interest reading materials, how-ever, suggests that the content of what students read may have an impact on boys' reading performance. (AA)

ED 146 568 CS 003 779

The Evaluation of the L. G. E. Program in the Windsor Public Schools (Reading); School Year 1973-74. Final Report. Windsor Public Schools, Conn.

Pub Date Jun 74

Note—25p. EDRG Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRG Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—Elementary Education, *Individualized Instruction, Program Evalua-tion, *Reading Instruction, *Reading Programs, Reading Research Identifiers—*Individually Guided Education The Gates-MacGinitie Reading Test and the Culture Fair Intelligence Test were administered to all pupils ages eight to eleven in the Windsor (Connecticut) Public Schools as part of an evaluation of the Individually Guided Education (I. G. E.) program. In this seven-month evalua-(I. G. E.) program. In this seven-month evalua-tion, all age groups achieved reading scores sig-nificantly higher than those expected of them, as determined by a comparison of their reading scores with the scores predicted by the Bond and Tinker expectancy formula. The data, which are presented in a series of tables, are interpreted as indicating that the reading component of the I. G. E. program was successful and should be continued. (AA)

ED 146 569 CS 003 780

Downing, John
How English Spelling Codes Language.
Pub Date May 77
Note—16p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors...*Decoding (Reading), Diachronic Linguistics, Language Instruction, *Lexicology, *Morphology (Languages), *Phoneme Granheme ...* *Morphology (Languages), *Phoneme Grapheme Correspondence, Phonemes, *Spelling, *Spelling Instruction, Syntax, Writ-Grapheme

ing
This paper presents three viewpoints of the coding of language in English spelling; the classical view (that letters are a code for phonemes view (that letters are much irregularical view (that letters are a code for phonemes but that English spelling contains much irregularity), the revolutionary position (that letters do not code phonemes at all), and the eclectic view (that English spelling does code phonemes but that it also codes other aspects of language as well). It is concluded that, although the classical view has substantial validity, a full understanding of English orthography depends on the recomiview has substantial validity, a full understanding of English orthography depends on the recognition that other, nonphonemic rules coexist with the phonemic ones. According to this argument, language instruction should reflect the eclectic view and should provide children with an understanding of the morphemic and syntactical codes that sometimes overrule the phonemic

ED 146 570 CS 003 782

Waller, T. Gary
Think First, Read Later! Plagetian Prerequisites
for Reading.
International Reading Association, Newark, Del.

Note—45p.
Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 522, \$2.00 member, \$3.00

EDRS Price MF-\$0.83 HC-\$2.06 Plus Posta DRS Frice MF-30.33 HC-\$2.06 Pius Postage, escriptors—Cognitive Development, *Cognitive Processes, *Developmental Stages, Literature Reviews, *Reading, *Reading Ability, Reading Development, *Reading Processes, *Reading Development, *Reading D

Identifiers-Piaget (Jean), *Piagetian Theory

This monograph examines reading as a cognitive process, focusing on the relationship between reading and thinking as developed in Piagetian theory. Sections of the paper provide a brief overview of Piagetian theory, pointing out its relevance for reading; examine correlational, comparativa, and perceptual studies of the relationship between thinking and reading; and discuss the identification of testable research hypotheses. A list of references is included. (RL)

CS 003 783 ED 146 571

Popp, Helen M. Lieberman, Marcus
A Study of the Relationship of Student Achievement to Components of Reading Programs and Environmental Characteristics. Volume I: The Relationship of Student Achievement to Components of Reading Programs and Environmental Characteristics in 36 Communities. Final Research

port.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Compensatory Education Div.

Pub Date May 77

Contract—400-75-0064

Note—104p.; See related document CS 003 784; Some tables may not reproduce well due to poor type EDRS Price MF-\$0.83 HC-\$6.01 Plus Po

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—Data Bases, Elementary Education,
*Low Achievement Factors, *Predictor Variables, Questionnaires, *Reading Achievement,
*Reading Programs, *Reading Research
Individual pupil scores, school characteristics,
and characteristics of reading programs were assessed in elementary school programs in 36 communities, forming a data bank of information on
6,753 students from grades one through six enrolled in special reading programs across the
country. A series of analyses were performed to
determine the school and program characteristics
associated with greater reading achievement gains associated with greater reading achievement gains for the lowest-achieving students and to assess the stability of these relationships across grade levels. This report discusses the construction of the data base, characterisitics of the sample, data analyses, and conclusions. Among the program characteristics that appeared frequently in conjunction with higher scores of reading-achievement gain were individual or small group instruction, the use of reading socialists, inservice traintion, the use of reading specialists, inservice training of teachers, and parental involvement through advisory councils. Appendixes provide further details of the sample and discuss coding of data and analyses. (AA)

ED 146 572 CS 003 784

ED 146 572

Popp, Helen M. Lieberman, Marcus

A Study of the Relationship of Student Achievement to Components of Reading Programs and Environmental Characteristics. Volume II: Test Analyses and Differential Gains by Grade Level. Final Report.

Harvard Univ., Cambridge, Mass. Graduate School of Education

School of Education.

School of Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Compensatory Education Div.

Pub Date May 77

Contract—400-75-0064

Note-59p.; See related document CS 003 783; Some tables may not reproduce well due to

poor type EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage Descriptors— *Content Analysis, Elementary Edu-cation, *Reading Research, *Reading Tests, *Test Interpretation, *Test Validity

This report analyzes seven standardized reading tests which were part of a data bank of information on 6,753 first-grade through sixth-grade students from 36 communities. The data bank was dents from 36 communities. The data bank was assembled to allow for secondary analyses of the relationships between achievement and specific characteristics of programs or schools. Differences between tests and between grade levels are analyzed both in terms of level of difficulty and type of tasks. Extensive appendixes present the characteristics of individual tests. (AA)

ED 146 573 CS 003 785 Lapp, Diane And Others
Is It Possible to Teach Reading Through the Con-

Pub Date [76] Note-11p.; Study prepared at Boston University EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—*Content Reading, Cooperating Teachers, Educational Research, *Field Experience Programs, *Reading Instruction, *Student Teaching, *Teacher Behavior, *Student Teaching, *Teacher Behavior, Teacher Education, *Teacher Interns, Teaching

Teacher Education, Teacher Interns, Coanney Techniques
This study tested 45 preservice teaching interns for cognitive and performance behaviors, comparing those results with the emphasis on reading in the content areas that the interns received in teacher training. The interns were randomly divided into two experimental groups. One group was trained in content-area reading by both con-tent-area (science and social studies) and reading teachers, while the other group was trained by the reading instructor only. Subsequent observations and tests provided no evidence to suggest a relationship between emphasis in content-area reading and interns' cognitive and performance behaviors. The data suggested that, although the field-based teacher training program effectively transmits knowledge, a broad gap exists between knowledge and performance. The study concluded that further investigation should focus on the influence of the conversation teacher on the the influence of the cooperating teacher on the intern's ability to translate knowledge into class-room teaching behaviors. (RL)

ED 146 574

CS 003 786

Mayfield, Craig K.
Teaching Reading and Study Skills to Law Students: The FAIR Method.
Pub Date 77

Note—8p.; Paper presented at the Annual Meet-ing of the Western College Reading Associa-tion (10th, Denver, Colorado, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Posts Pescriptors—*Advance Organizers, College Freshmen, Comprehension, *Content Reading, Factual Reading, Higher Education, *Legal Education, Reading Instruction, *Reading Skills, Retention, *Study Skills, *Teaching

Techniques

This paper describes the development of a reading and study skills course for law students at Brigham Young University. A study technique called the "FAIR Method" helps students look for the following common elements in all law cases: the facts on which resolution of the dispute turns, the action or classification of the dispute (such as assault and battery, negligent homocide, etc.), the issue (what the court decides) around which all other elements develop, and the reasons that the court gives for its decision. Although this course is the only freshman reading course in the nation that is offered for credit toward the Juris Doctors degree, it is concluded that any college reading program could establish a similar course for law students. (Author/RL)

ED 146 575 CS 003 787

CS 003 787

Ilika, Joseph Longnion, Bonnie

College Reading Center Approach to Improvement of Reading with State Employees.

Pub Date 77

Notes 172

Note—12p.; Paper presented at the Annual Meet-ing of the Western College Reading Associa-tion (10th, Denver, Colorado, March 31-April

ce MF-\$0.83 HC-\$1.67 Plus Post

2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Reading Programs, College Programs, Evaluation Methods, Government Employees, Post Secondary Education, *Program Evaluation, Reading Centers, *Reading Improvement, *Reading Instruction, *Reading Programs, *Reading Skills

A college-level reading center program was adapted for use in helping a group of state employees improve their reading skills. This paper explains how the program originated and describes program procedures (including diagnosis, the determination of individual and course objectives, record keeping, class format, and class presentations) materials used, the sequence of topics, and evaluation methods. It was determined that program participants improved in reading rate, reading flexibility, and vocabulary, and that they perceived the topics, course objectives and class format positives (GW) and that they perceived the topics, course objectives, and class format positively. (GW)

ED 146 576 CS 003 788

Steurer, Stephen J. An Accurate Method to Screen Vocational Shop Candidates. Preliminary Study. Pub Date Oct 77

Note—14p.; Paper presented at the Annual Meeting of the College Reading Association (21st, Cincinnati, Ohio, October 26-29, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Correctional Education, *Informal Reading Inventory, Mathematics, *Predictive Ability (Testing), Predictive Measurement, *Reading Ability, *Reading Research, Remedial Programs, *Screening Tests, Test Construction, *Vocational Education, Vocational Train-

In a pilot study conducted at a correctional training center, it was determined that a score of 70% or better on an informal reading inventory, based on the textbook used in a vocational shop program, was an accurate predictor of an appli-cant's success in the program. On the basis of the pilot study, inventories were administered to applicants for numerous shop programs; a sore of 70% or better entitled an applicant to enter a shop program. Applicants who scored below 70% attended daily reading and math classes to prepare for entrance. Preliminary results indicated that most shops had a perfect correlation between test achievement and academic success in the shop. Mathematics computation tests were also administered to program applicants, but no extensive study was performed to determine the relationship of these scores to vocational shop success. (The paper includes directions for constructing and scoring informal reading inventories and provides a sample test.) (GW)

CS 003 792 ED 146 577

Bond, Nicholas A., Jr. And Others
Studies of Verbal Problem Solving: I. Two Performance-Alding Programs. Technical Report

University of Southern California, Los Angeles.

Behavioral Technology Labs.

Spons Agency—Advanced Research Projects
Agency (DOD), Washington, D.C.; Office of
Naval Research, Arlington, Va. Personnel and
Training Research Programs Office.

Pub Date Aug 77 Contract—N00014-75-C-0838

Note—43p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Students, Compi

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—College Students, Computer Assisted Instruction, *Computer Programs, *Logical Thinking, Man Machine Systems, *Problem Solving
This booklet describes two computer programs that were written to provide on-line aid to problem solvers. Both programs were designed for "membership" problems, or those in which there are several English sentences and implicit relationships. The task was to infer a membership structure that is compatible with all the logical structure that is compatible with all the logical constraints. Membership problems may be cast in various settings (for example, a murder mystery, where a culprit is to be identified). One program (FIRST) was based on Findler's Univers Solver; the other (GABE) used Wang's theoremprover logic. Of the two programs, FIRST ap-peared to be the most feasible for use with col-lege-level subjects. It accepts logical inputs in a near-English format and shows the current logical status of a problem through a tabular array. The program's structure suggests a "depth of in-ference" measurement technique. When all possible logical paths of a logical problem are known, the "depth" of any given node in the path can be obtained from probability-of-success numbers at that node. A subject's logical progress along a path can also be computed and displayed. (Author/AA)

ED 146 578 CS 003 806

White, Hazel Lee
The Effects of a Supplementary Program Designed
to Enhance Self-Concept and Need Achievement
on Reading Achievement.

Note-151p.; Ph.D. Dissertation, Southern Illinois University

University Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-6271, MF \$7.50, Xerography \$15.00) Document Not Available from EDRS.

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Intermediate Grades, Program Evaluation, Reading Achievement, Reading Research, *Remedial Reading, *Self Concept, *Student Motivation Sixty-eight fifth and sixth graders participated in a study of the relationship between self-concept, need achievement, and reading achievement and of the effects of a supplementary program designed to enhance self-concept and need achievement. The California Reading Test, the Piers-Harris Children's Self-Concept Scale, the

Socio-Cultural Experience Checklist, and the N Achievement Checklist were administered. The students were divided into two groups: the experistudents were divided into two groups: the experi-mental group was taught through the school's adopted reading program and a supplementary program designed to enhance self-concept and need achievement; the control group was exposed only to the school's adopted reading program. Multiple regression analyses indicated that, as measured in this study, need achievement, but not self concept, was a useful predictor of read-ing achievement. The supplementary moveram ing achievement. The supplementary program was not shown to be useful in improving reading achievement. (Author/AA)

CS 003 807 ED 146 579

Wood, Terry Lee
A Comparison of Values Found in Preschool and
Primary-Aged Children's Books and Values
Held by Adults.

Pub Date 76

-117p.; Ph.D. Dissertation, Michigan State

Note—117p.; Ph.D. Dissertation, Michigan State University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-5919, MF \$7.50, Xerography \$15.00)
Document Not Available from EDRS.
Descriptors—*Childrens Books, *Content Analysis, Doctoral Theses, Early Childhood Education, Reading Research, *Values Identifiers—*Picture Books

Fifteen children's picture books from each of three time periods—1960, 1964, and 1968—were rated using the Rokeach Value Survey in order to identify the value systems expressed in their contents and to compare these systems with those held by adults. Results indicated that the instruheld by adults. Results indicated that the instru-mental values ranked highest were loving, imagination, independence, cheerfulness, capa-bility, and ambition. Broadmindedness, honesty, intellectuality, logic, forgiveness, and cleanliness ranked lowest. The correlation between the rankings from the picture books and from a sam-ple of adults indicated that the value systems were not related. Most of the value systems were not related. Most of the values were stable across the three time periods, though loving and broadmindedness decreased in frequency of appearance in books between 1964 and 1968. (Author/AA)

ED 146 580 CS 003 808

Bryan, William A.

A Developmental Reading Course--What Lasting Effect? Pub Date [74]

Note-15p.; Study prepared at University of North Dakota EDRS Price MF-\$0.83 HC-\$1.67 Plus Posta

Descriptors—*Developmental Reading, Grade
Point Average, Higher Education, Longitudinal
Studies, Reading Comprehension, Reading
Rate, *Reading Research, *Reading Skills
A longitudinal study was conducted to deter-

mine the relative effectiveness of a developmental reading course taught to students in a college of nursing. Forty-two students in the experimental group were enrolled in a ten-week developmental group were enrolled in a ten-week developmental reading course during the first semester of their freshman year; the control group, also composed of 42 students, did not take such a course. Pretests and posttests were administered. In the spring of the students' senior year in college, a reading test was administered to the 16 students from the experimental group and to the 18 students from the control group, who remained in from the experimental group and to the 18 students from the control group, who remained in the college. Analysis of the results indicated that, for the control and experimental groups, reading rate, comprehension, and efficiency scores were not significantly different after a four-year period. However, the experimental group maintained a higher reading rate on posttests than did the control group, while the control group maintained a higher posttest comprehension score. The control and experimental groups did not differ significantly in their predicted or earned grade point averages for a four-year period. (GW)

ED 146 581

Swindling, James A.
Attitudes of Community College Instructors
toward Reading: A Process for Change. Pub Date 77

Note—13p.; Paper presented at the Annual Meeting of the Western College Reading Association (10th, Denver, Colorado, March 31-April EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Community Colleges, *Content Reading, Junior Colleges, *Reading Instruction, *Teacher Attitudes, Teacher Characteristics, *Teacher Responsibility, *Teacher Role This study examines the attitudes of 79 com-munity college instruction terrority.

munity college instructors toward reading instruction in the content areas. The instructors responded to a 14-item attitude inventory responded to a similar study of secondary-school teachers. The study concludes that instructors lack of confidence is partly responsible for their reluctance to teach reading; teachers' feelings of inadequacy, rather tresponsibility for reading instruction, are emphasized. When compared to teachers at the secondary level, however, community college instructors showed less tolerance than did junior and senior high school teachers toward the under-achiever in reading and exhibited less sens responsibility for reading instruction.

ED 146 582

CS 003 810

Gohring, Ralph J. eginning a College Program: Assisting Teachers to Develop Visual Literacy Approaches in Public School Classrooms.

Pub Date May 77 Note-26p.; Paper presented at the Annual Meeting of the International Visual Literacy Association (9th, Iowa City, Iowa, May 11-14,

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postag Descriptors-*Audiovisual Aids, *Audiovisual Inction, College Programs, Course Content, «Curriculum Design, Films, "Graduate Study, Higher Education, Inservice Teacher Educa-tion, "Teacher Education, eVisual Literacy This paper documents the development and im-

plementation of a graduate class in education ti-tled "Visual Literacy and the Film Image in Edu-cation." The class is the focal point of what will be a continuing effort in the College of Education at the University of Texas at Austin to facilitate the development of visual literacy skills in teachers and future teachers. The class attempts to develop the desire and ability of participants to plan and actually use visual literacy approaches in their work with students. The class also at-tempts to foster the development of research on topics related to the emerging field of visual literacy. The majority of participants in the class are teachers-in-service or full-time graduate students. (Author)

ED 146 583

CS 003 812

Kehoe, William J. Linguistic Aspects of Word Recognition by Adolescents.

Note-130p.; Ph.D. Dissertation, The University of Rochester

Available from-University Microfilms, P.O. Box

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,008, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Error Analysis (Language), *Failure Factors, Linguistics, Miscue Analysis, *Reading Comprehension, *Reading Difficulty, *Reading Research, Secondary Education, Tachistoscopes, Visual Perception, *Word Recognition Word-recognition behavior of 50 high school students two or more grade levels below their age

students two or more grade levels below their age mates in tests of reading comprehension was con-trasted with that of 25 controls from the same schools, who were reading at grade level. The ex-periment included a section in which pictures (flashed, like the words, at 1/100 of a second) were to be identified, in order to explore the relawere to be identified, in order to explore the rela-tionship of word-perception difficulties to broader visual-perception problems. Results indicated that adolescents with low reading-comprehension scores also had difficulty reading individual words presented at short flash durations, though they did not have difficulty recognizing pictures. Regression analyses indicated that such factors as regression analyses indicated that such factors as length, frequency, concreteness, and pleasantness were good predictors of test-subjects 'errors (but not of controls' errors). Such factors as word stress pattern, grammatical category, and morphological and derivational complexity also affected the recognition success of test subjects but not of controls. but not of controls. There were qualitative, as well as quantitative, differences between the er-rors made by test subjects and by controls. (Author/AA)

ED 146 584 CS 003 814

Hopmann, Marita R. Maratsos, Michael P.

A Developmental Study of Factivity and Negation in Complex Syntax.

Note—32p.; Study prepared at the University of Minnesota; Not available in hard copy due to marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS. Descriptors-*Child Language, Early Childhood Education, *Language Development, *Language Research, *Linguistic Competence, *Negative Forms (Language), Semantics, Syn-

Identifiers-*Factivity

Two groups of preschoolers and one of young grade-schoolers were tested for their comprehension of presuppositions and negation in complex syntax. Four types of sentences were presented: affirmative and negative versions of sentences with feathers. affirmative and negative versions of sentences with factive main predicates (which presuppose the truth of the proposition of the complement clause) and with nonfactive main predicates (which do not). Results indicated that competence increased into the early school years: the oldest children showed a fair mastery of the syntax-semantics of the predicates tested. The younger children showed errors of two different kinds, described as the overstended pression kinds, described as the overextended negation tendency and the overextended affirmation ten-dency. Both of these errors decreased markedly in the oldest group. The nonunitary nature of the acquired competency is discussed. In particular, it is pointed competency is discussed. In particular, is pointed out that factivity is not a grammatically marked operation and, as such, it leads to what appears to be a gradual acquisition pattern; the test of factivity comprehension employed demanded a competence beyond that of normal use. (Author/AA)

CS 203 422

McCracken, H. Thomas A Graduate "Program" in English Education Is More Than Courses.

Note—39p.; Paper presented at the Annual Meet-ing of the Conference on English Education (15th, Knoxville, Tennessee, March 24-26, 1977); Not available in hard copy due to mar-

ginal legibility of original document EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.

"Composition Skills (Literary), Course Content, English Departments, "English Education, "English Instruction, Evaluation, "Graduate Contents of Content Study, Higher Education, Newsletters, Program Evaluation, *Summer Workshops

This document consists of six separate items: This document consists of six separate items:

(1) a description of graduate courses in English education at Youngstown State University; (2) an outline for a summer workshop on the teaching of writing; (3) the welcoming letter sent to workshop participants, which includes the list of required readings; (4) a summary of workshop participants evaluations of the workshop; (5) a newwletter published by the Youngstown State participants evaluations of the workshop; (5) a newsletter published by the Youngstown State University English department; and (6) an annotated bibliography of works that deal with the evaluation of written composition. The bibliography lists more than 100 articles, books, papers, reports, and dissertations. (GW)

ED 146 586

CS 203 580

Dean, Nancy
Feminist Short Fiction: New Forms and Styles. Pub Date 76

Note-11p.; Paper presented at the 1976 Annual Meeting of the Modern Language Association EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors-Characterization, *Feminism escriptors—Characterization, "reminism, ric-tion, "Imagery, Literary Conventions, Literary Criticism, "Literary Perspective, "Literary Styles, "Realism, "Short Stories This paper examines the stylistic changes that

have occurred since 1850 in short fiction written by women. A shift is noted from the sentimental, oy women. A shift is noted from the sentimental romantic, "pretty" writing of the past to today's more realistic writing, with its characteristically vivid imagery. Discussion defines the term 'feminist fiction" and shows how today's women writers are using traditional short-story themes and structures that, directly or indirectly, express feministic to the characteristic traditional traditional short-story themes feminist values. For example, many women writers now employ a writing strategy that stresses reader recognition of situations imposed upon women instead of a strategy of character illumination, in which the story development al-lows a character to discover her own situation. Examples of the realism and imagery used by contemporary women writers are included. (RL)

CS 203 665 ED 146 587

Tuttle, Frederick B., Jr. And Others
Written Composition: Integrated Approach Foliowing the Composing Process, Low/Average
Students, Ninth Grade; Research Project: West
Irondequoit High School, 1976-1977.
Pub Date 77

Pub Date 77
Note—127p.; A number of pages in the appendixes may not reproduce well due to poor type EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

*Attinudes *Composition Skills

EDBS Price MF-50.83 HC-57.35 Plus Postage.
Descriptors—*Attitudes, *Composition Skills
(Literary), Educational Research, English Curriculum, *English Instruction, Grade 9,
*Program Evaluation, Secondary Education,
*Sentence Combining, *Writing Skills
This report describes the rationale, implementation, and results of an experimental ninth-grade

composition program in which students from three classes worked through activities that use different media to help them communicate effectively in narration, exposition, and critical analysis. Sentence combining was included as a part of the program. A control group of ninth graders from another school completed the assessment measures but did not participate in the experimeasures out on not participate in the experimental program. Writing skills were assessed with pretests, midtests, and posttests; students' and teachers' changes in attitude were measured; and subjective evaluations of the program were obtained from teachers and students. Analyses indicated that the writing of students in the experimental group gained more than that of those in the control group in interest, conflict, character depiction, word choice, sentence structure, overall quality, and fluency, but not in average length of T-unit or in reduction of usage errors. Appendixes provide a detailed description of the overcounter sentences are transcurriculum, assessment instruments, and trans-cripts of teachers' and students' reactions to the program. (AA)

CS 203 675

Winterowd, W. Ross Brain and Rhetoric: An Exploratory Essay.

Note—53p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

EDRS Price Mr-30-35 IIC-35 IIC glish In

"Rhetoric
This paper considers the implications for rhetorical studies of recent research and theory on
hemispheric functions. After discussing differences between the functions of the right and
left hemispheres of the brain, these differences are related to metaphor (which is seen as propositional in nature) and synecdoche (which is seen as appositional). Implications of these distinctions are drawn in terms of readers' approaches to texts, which can involve either informational reading or esthetic immersion. The no-tion of "presence" is discussed and related to ap-positional, right-brain functions. With regard to composition, it is noted that in immature writing there are traces of two quite different styles, one propositional and the other appositional. While the ability to carry on propositional thinking is seen as a sign of maturity, maturity in writing involves more: the ability to unite the appositional with the propositional in appropriate contexts. (AA)

ED 146 589

CS 203 681

Strid, Jan Trade Unio as about the Press.

Pub Date Mar 77

Pub Date Mar 77
Note—23p; Paper prepared for the European
Consortium for Political Research Workshop
on Comparative Political Communications
(Berlin, Germany, March 1977)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

escriptors—*Attitudes, Communication
Problems, Foreign Countries, *Labor Unions,
*News Media, *Newspapers, Organizations
(Groups), Political Attitudes, *Press Opinion,
*Public Opinion
entifiers—*Communication Research, Sweden Descriptors-*Attitudes, IdentifiersThis paper analyzes the attitudes of three Swedish trade unions toward the press. Local representatives of the unions answered a estionnaire about their contact with the local questionnaire about their contact with the local press, the press's impact on public opinion, fair-ness of press reporting, the press's fulfillment of its duties in informing the public, and future con-trol of mass media. The discussion concludes that the trade unions consider the local press impor-tant but are dissatisfied with the way the press works, that the press reflects what is going on in the top echelons of society and among the decision-makers, and that more communication is needed between local citizens, their organiza-tions, and the society's decision-makers. An appendix contains a list of geographic regions ex-plored in the study, lists some characteristics of daily newspapers published in those regions, and includes the questions that were asked of local union representatives. (RL)

ED 146 590 CS 203 685

Blake, Robert W. Tuttle, Frederick B., Jr.
Composing as the Curriculum: The Albion Writing Project.
Pub Date 77

Note—17p.; Program prepared at State University of New York College at Brockport EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Assignments, Composition (Literary), *Composition Skills (Literary), Ele-

mentary Secondary Education, English Educa-tion, *English Instruction, *Evaluation Methods, *Inservice Teacher Education, Peer Scales, Evaluation, Rating Scales, Workshops, *Teaching Techniques

This paper describes a series of in-service workshops on the teaching of writing, conducted for elementary and secondary teachers. After a brief overview of the way in which the workshops were planned, the paper examines the topics dealt with in the workshops: the composing process, varieties of writing, skills of writing, mechanics and conventions of writing, sentence combining, workshopping (interaction among students for the purpose of discussing and evaluating each other's writing), assessment and evaluation, the development of sample writing assignments, and development of sample writing assignments, and developing writing competencies for kin-dergarten through the twelfth grade. The paper concludes with an examination of major learnings that emerged from the in-service workshops. A sample evaluation scale, a detailed description of the evaluation methods that were taught, and sample third-grade and seventh-grade writing assignments are included. (GW)

ED 146 591 CS 203 689

Hare, Victoria Chou Reflexivization: Continued Examination of the Minimal Distance Principle in English.

Note-64p.; Ph.D. Dissertation, The University of Wisconsin-Madison

Wisconsin-Madison
Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
76-28,147, MF \$7.50, Xerography \$15.00)
Document Not Available from EDRS.
Descriptors—*Child Language, Doctoral Theses,
Elementary Education, *Language Development, *Language Patterns, *Language
Research, Psycholinguistics, Sentences, *Syntax
Identifiers—Chomsky (Carol), *Minimal Distance
Principle Principle

This study addressed four questions raised in syntactic acquisition studies conducted by Carol Chomsky and others. Specifically, questions con-cerned the nature of syntactic structures in children's language repertoires, the uniformity and rate of acquisition of particular structures, the generalizability of the minimal-distance principle, and the relative ordering of related syntactic structures with regard to time of acquisition. In order to answer these questions, two classes each of first through sixth graders were asked to in-terpret two types of reflexivized sentences, those that contain a reflexive pronoun indicating an un-derstood identity. Children's interpretations of derstood identity. Children's interpretations of both sentence types were tested by an interview technique similar to Chomsky's and suggested the following: general linguistic constraints may not necessarily be acquired at uniform maturational levels; the minimal distance principle appears to function as a general syntactic principle, applicable to more than one syntactic structure; and mastery of the first sentence structure develops prior to mastery of the second (Author(KS)) prior to mastery of the second. (Author/KS)

ED 146 592 CS 203 693

Stetz, Frank P.
The Application of Marketing Science to Educational Settings: A Bibliography. Pub Date Oct 76

Note—33p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Bibliographies, *Business Education, Business Skills, Educational Research,
*Marketing, Publicize, Research Skills,

Research Tools
Identifiers—*Advertising
This bibliography, based on searches of
"Educational Index," "Resources in Education,"
and "Psychological Abstracts," lists articles, reports, and dissertations detailing the application
of marketing science to educational settings. Entries are organized in five sections: research methods in marketing; marketing research; applications of marketing strategies; the teaching of marketing science/marketing as a career; and general articles. Articles that do not deal with education specifically but that are directly ap-plicable are also included. (AA)

ED 146 593

Lunsford, Andrea A.
What We Know-and Don't Know-About Remedial Writing. Pub Date 77

CS 203 694

Note-16p.; Paper presented at the Annual Meet-ing of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Basic Skills, College Freshmen,

*Composition Skills (Literary), *English Instruction, *Failure Factors, Higher Education,
Individual Instruction, Reading Instruction,
Reading Material Selection, *Remedial Programs, Student Improvement, Writing Exercises
A remedial-English pilot program for college
freshmen yielded four major observations about
basic writers: they are poor readers, their level of

basic writers: they are poor readers, their level of syntactic maturity is low, their writing is riddled with errors, and the strategies they use in their writing often work against them to compound writing often work against them to compound their difficulties. Among the conclusions drawn from these observations and from the program results are that reading and writing instruction should be united in the remedial classroom, that results as the should be united in the remedial classroom, tissabould be united in the remedial programs to the tendency of some remedial programs to reduce the reading level of all materials to a low level may actually deter students from expanding their current capacities, that available sentence-combining exercises and other exercises designed to foster syntactic growth must be carefully redesigned for basic-writing students, and that basic-writing students can improve measurably in basic-skill areas if focus is directed toward meet-ing their individual needs. (GW)

ED 146 594 CS 203 700

Gould, Jay R. Losano, Wayne A.
Opportunities in Technical Writing Today. Pub Date 75

Note—135p.

Available from—Vocational Guidance Manuals,

A division of Data Courier, Inc., 620 South Fifth Street, Louisville, Kentucky 40202 (\$4.75 cloth, \$2.95 paper)

Document Not Available from EDRS.

Document Not Available from EDRS.
Descriptors—*Career Opportunities, Composition
(Literary), *Educational Programs,
*Employment Opportunities, Job Search
Methods, Professional Associations,
*Professional Training, *Technical Writing
Separate chapters of this book discuss technical
writing as a profession, the job of the technical
writer, employers of technical writers, types of
education and training programs available in
technical writers and how to get started in a job. technical writers and how to get started in a job, fields related to technical writing, and technical writing organizations. The book includes a list of recommended books and articles on technical writing. (GW)

ED 146 595 CS 203 702

Lamb, Mary
An Application of Error Analysis to Comm
Splices and Fused Sentences.

Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Composition Skills (Literary), English Instruction, *Error Analysis (Language), *Function Words, Logical Thinking, *Punctuation, *Sentence Combining, *Sentence Structure, *Structural Grammar. Writing Skills

Writing Skills

This paper discusses error analysis, which is
based upon the premise that all language, even
"incorrect" language, is governed by rules, and
the application of such analysis to the comma
splice and the fused sentence. Many students forulate erroneous theories of punctuation based mutate erroneous theories of punctuation based on spoken-language experience or on misleading definitions; in effect, they have good intentions but use bad procedures. The paper presents six patterns to which most comma splices and fused sentences conform, indicating that teachers should avoid instruction by definitions or rules and focus instead on providing a vocabulary with which related ideas can be logically connected. (RL) (RL)

ED 146 596 CS 203 704

Hammerstrom, Donald E. Audits and Relating to Objectives in Public Rela-

Pub Date May 77

Note—33p.; Paper presented at the Annual Conference of the Illinois Hospital Public Relations Society (St. Charles, Illinois, May 18, 1977)

EDRS Price MF-50.83 HC-52.06 Plus Postage.

Englanding Methods *Health Ser-

Descriptors—Evaluation Methods, *Health Services, Hospitals, Management, *Medical Services, *Operations Research, Organizational Climate, *Organizational Effectiveness, Program Effectiveness, *Public Relations

Identifiers—"Audits
Recently, hospital services and the medical
profession in general have become the focus of
public dissatisfaction. This speech advocates the
implementation of an aggressive public relations
program, in order to restore credibility to the
health services. Specifically, independent audits
of hospital public relations networks and products
are recommended; such audits should provide objective appraisal of opinions and attitudes toward
the program and service, of the effectiveness of the program and service, of the effectiveness of public relations activities, of future plans of ac-tion, and of budget (as related to program objectives). In addition, other types of management research are described, and advice is given for continuous monitoring of public relations programs and their effects. (KS)

ED 146 597 A Guide to Press Relations. CS 203 707 Fibre Box Association, Chicago, Ill. Pub Date 74 Note—29p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Check Lists, Emergency Programs,
*Mass Media, *News Media, *Organizational
Communication, *Publicize, *Public Relations Stressing that a positive press-relations program can be extremely helpful to businesses, this publication offers suggestions for establishing press contacts, preparing press releases, holding press conferences, illustrating a story, preparing materi-als for use in radio and television broadcasts, and

developing policies to be followed in emergency situations. It includes a press-relations checklist for emergency situations. (GW)

ED 146 598 CS 203 711 Donovan, Timothy R.
Math and English as Integrated Discourse.
Pub Date [77]

Note—8p.; Study prepared at Northeastern University
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Composition (Literary),

*Composition Skills (Literary), *English Instruction, Integrated Activities, *Integrated Curriculum, *Interdisciplinary Approach, Mathematical Applications, *Mathematics Instruction, *Teaching Teaching texture English and mathematics exists, and it is maintained by separating the two disciplines in educational curricula. This paper addresses the need to integrate mathematics and composition instruction, focusing on the effective use of mathematical notation ing on the effective use of mathematical notation as a tool that students can use to present ideas clearly and forcefully. Methods for approaching mathematics and English as integrated discourse are discussed. (RL) ED 146 599

CS 203 713

Jones, Joyce F.
The Public Relations Audit: Its Purpose and Uses. R & F Papers Number 3. Ruder & Finn, Inc., New York, N.Y.

Pub Date [76]

Note—9p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Business Communication, *Evaluation Methods, *Organizational Communication, *Organizational Effectiveness, *Public Relations, *Research

A public-relations audit is usually a broad-scale, loosely structured research study exploring a company's public relations both internally and externally. This paper describes the genesis of the public-relations audit, outlines the four major public-relations audit, outlines the four major steps involved, and describes circumstances that might make an audit desirable. It lists the types of recommendations that might emerge and that such audits are being used increasingly by corporations. (GW)

ED 146 600

CS 203 714

Walker, Albert Status and Trends of Public Relations Education in U.S. Senior Colleges and Universities. Public Relations Society of America, New York,

N.Y.

Pub Date 75
Note—30p.; Report of Findings of Survey
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Assignments, *College Programs,
*Curriculum Guides, Graduate Study,
Guidelines, Higher Education, *National Surveys,
*Program Descriptions, *Public Relations, Teacher Qualifications, Undergraduate

This booklet reports on a national survey of public-relations education at 144 senior colleges and universities (45% return). It presents findings and universities (45% return). It presents findings in numerous areas, including the type of department and institution in which the public-relations programs are located; sequences and emphases of the programs; sources of students; texts, films, and guest speakers; growth trends in public-relations education; and teachers' experience and credentials. The report summarizes the findings and presents selected comments by resembleds. and presents selected comments by respondents. Six appendixes provide course syllabi, guidelines, and assignments from selected institutions in the study. (GW)

ED 146 601 CS 203 715

Payne, Essie K.
The Growing Edge of Learning.
Pub Date 77

Pub Date 77

Note—22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977); Not available in hard copy due to marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Adult Development, College Freshmen, Communication Skills, Developmental Programs, *English Instruction, English Programs, Higher Education, "Individualized Instruction, Etaerning Laboratories, Performance Based Education, Reading Instruction, Student Teacher Relationship, *Theories
This paper summarizes several theories of developmental education and describes the use of techniques based on these theories in a competency-based freshman English program at Cen-

petency-based freshman English program at Cen-tral State University, Ohio. The major goal of the program was to provide individualized instruction through laboratory work in communication and reading and to afford a situation in which comreading and to attord a situation in which com-munication between teacher and student and per-sonal growth are possible. A more specific description of the reading and communication laboratories is appended; objectives, materials and techniques, and problems and plans for pro-gram improvement are discussed. (KS)

ED 146 602

Gross, Gerard J.
Work Together, Write Together: Group Projects in Technical Writing.
Pub Date 77

Note-14p.; Paper presented at the Annual Meet-1901: 14p.; raper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—°Composition Skills (Literary),
"Group Activities, Higher Education, Individualized Instruction, Peer Evaluation,
"Student Projects, Technical Reports,
"Technical Writing
This paper describes a collaborative technique for teaching technical writing, a technique that is designed to give students experience with a type of writing done rarely in the classroom but employed frequently in the work world. Students, divided into two groups, work together in composing a proposal for an extensive research project or a more modest proposal for actual implementation, to be followed by a final report of the project. Writing tasks are assigned according to individual student's expertise in such fields as environmental resource management, forestry, earth sciences, mathematics, and so on. Peer evaluation of the final products forms the basis for grading. (KS)

ED 146 603 CS 203 721

Fry, Carrol L., Ed.

Tradition and the Popular Arts.

Missouri Association of Teachers of English.

Missouri Association of Pub Date Nov 77
Note—29p.; The Missouri Association of Teachers of English is an affiliate of the National Council of Teachers of English; Papers tonal Council of reachers of English, Papers from the 1977 Spring Meeting Journal Cit.—Missouri English Bulletin; v35 n7 Entire Issue Nov 1977 EDRS Price MF-30.33 HC-\$2.06 Plus Postage.

Descriptors—Audiovisual Instruction,
*Composition (Literary), Elementary Secondary Education, *English Curriculum, English Instruction, Film Production, *Honors Curriculum, *Humanities Instruction, Language Arts, Mass Media, *Popular Culture, *Science Fic-

tion

The six papers in this journal issue were presented at the 1977 spring meeting of the Missouri Association of Teachers of English, the theme of which was "Tradition and the Popular Arts." The papers deal with suggestions for texts and equipment for a film-production course; formal writing in the language arts curriculum; the teaching of a mass-media language arts curriculum at the secondary level; teaching science fiction to secondary students; a description of an English honors program at a Missouri high school; and a high school humanities program. (GW) (GW)

ED 146 604 CS 203 722

Manchikes, Alice W., Ed.
[Censorship and Other Issues.]
Kentucky Council of Teachers of English,

Kentucky Louisville.

Pub Date 75

Duisville.
Pub Date 75
Note—25p.; The Kentucky Council of Teachers of English is an affiliate of the National Council of Teachers of English is an affiliate of the National Council of Teachers of English
Journal Cit—Kentucky English Bulletin; v24 n2
Entire Issue Win 1974-1975
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—"Academic Freedom, Audiovisual Aids, Awards, "Censorship, "Educational Objectives, Elementary Secondary Education, "English Instruction, Higher Education, Literacy, Literary Analysis, "School Community Relationship, Values Identifiers—Hemingway (Ernest), Tennessee The five articles in this journal issue discuss attempts to censor certain nonprint media in the schools, the conflict between intellectual freedom and community values, recent efforts by Tennessee educators and librarians to achieve a better measure of intellectual freedom, the need for English teachers to reexamine their teaching methods and priorities in view of declining literacy among students, and the theme of alienation in a short story by Ernest Hemingway. (GW)
ED 146 605 CS 203 723

ED 146 605 CS 203 723

McPherson, Elisabeth
The Manufactured Crisis.

Pub Date 77

Pub Date 77

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Admission Criteria, *Composition Skills (Literary), Disadvantaged Youth, *Educational Objectives, Elementary Secondary Education, *English Instruction, Higher Education, Language Usage, *Literacy, *Standardized Tests

Asserting that today's students are no less literate than were students of the past, this paper deplores the "manufactured" literacy crisis and the resultant rush to competency testing. The paper stresses that the current crisis is less one of literacy than a crisis about who is going to control what is taught and which students get into, and are permitted to stay in, college composition classes. In fact, the real issue is whether college education is to be kept for the privileged, the underprivileged shut out due to poor showings on competency tests that measure only the most sucompetency tests that measure only the most su-perficial aspects of language use. Teachers ought to be educating people for living, and they ough to be teaching writing as a highly individual and personal act that must be responded to in human and individual ware. Teachers them were them and individual ways. Teachers know more about what good writing is than do state legislatures or testmakers, and they need to maintain control of what is taught to students. (GW)

ED 146 606

CS 203 724

Butcher, Judith Copy-Editing: The Cambridge Handbo Pub Date 75

Note—310p.

Available from—Cambridge University Press, 32

East 57th Street, New York, New York 10022

East 57th Street, New York, New York 10022 (\$19.50 cloth)
Document Not Available from EDRS.
Descriptors—*Editing, *Guidelines, Language Styles, *Manuals, *Publications, *Publishing Industry, Reference Books

dustry, Reference Books

This handbook is designed as a reference
manual for copy editors who prepare typescript
for printing. It deals with the following topics: the
copy editor's function; the work to be done at
each stage in the production process; some difficult points of spelling, capitalization, and other
features collectively known as "house style"; the
parts of a book, such as preliminary pages,
headings, tables, notes, and indexes; complex
material, such as bibliographical references,
quotations, poetry, and plays; books with more
than one author or in more than one volume;
academic and specialized books; and the prepara-

academic and specialized books; and the prepara-tion of reprints and new editions. (GW) ED 146 607 CS 203 726

Butler, Francelia, Ed.
Children's Literature. Volume 4.
Children's Literature Association.; Modern Language Association Seminar on Children's Literature. Pub Date 75

Pub Date 75

Note—218p.; See related documents ED083603, ED083604, and CS203727

Available from—Temple University Press, Philadelphia, Pennsylvania 19122 (\$15.00 cloth, \$5.95 paper)

Document Not Available from EDRS.

Descriptors—American Indians, Art, *Book Reviews, Canadian Literature, *Childrens Books, *Childrens Literature, Doctoral Theses, English Literature, Fantasy. Folk Culture. English Literature, Fantasy, Folk Culture, Foreign Countries, Humanism, *Literary Anal-ysis, Literature Appreciation, *Literature Reviews, *Medieval Literature, World Litera-

Reviews, Medicival Literature, World Literature ldentifiers—Kipling (Rudyard)

This collection of articles reflects humanists' interest in searching out and studying good literature for children. Five of the seventeen articles were originally presented at a symposium on children and literature in the Middle Ages. Other articles discuss the concept of "writing for children," provide reproductions of Chinese illustrations of children at play, investigate Romanian and American Indian folklore, examine fantasy in Kipling's works, and discuss children's literature in India, in Canada, and in eighteenth and inteteenth century England. Essays on specific works of literature for children also are included, as well as five review articles, seven book reviews, an annotated list of relevant dissertations of note, and a list of ideas and topics for student of note, and a list of ideas and topics for student writing and research. (GW)

Pfatteicher, Philip H.
Indians, Deer, and Flowers: Ancient Poetry and the Composition Class.
Pub Date 77
Note: 17

Pub Date //
Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—American Indians, *Composition (Literary), *English Instruction, Greek Litera-ture, Language Attitudes, *Literary Analysis, *Literature Appreciation, *Poetry, *Teaching **Techniques**

This paper examines fragments of American In-dian and Greek poetry and suggests that they be used in English composition classes as examples of the power of language. Because the poetry is brief and deceptively obvious, it invites careful examination of the expressive meaning of each word. It is concluded that, in an age when people are inundated with examples of both good and bad language usage, teachers can use poems from a past age to help students appreciate the opportunity for exploration, discovery, and understanding that effective literary composition provides.

ED 146 609 CS 203 729

ED 146 609 CS 203 729

Bergen, Harold A.

Methods, Procedures, and Techniques for Extreme

Ultra-High-Speed Optimizing of Language
Systems Analysis for the Amelioration of Signalto-Noise Ratio and Comprehension Bandthbetween Transmitter and Receiver in the
Propagation, Propulsion, and Radiation of Verbal Communication or "How to Debug Your

Writing and Speech."

Pub Date [76]

Note—100.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication
Transfer), *Communication (Thought *Composition Skills (Literary), *Efficiency, *Language Usage, Speech Communication, *Speech Skills

Speeches and compositions often become mere word lists, obscuring the message's true meaning with too many words. This paper shows that the words "use," "of," and "it" can be eliminated from writing and speech, making communications shorter, more understandable, and more efficient. Examples are provided. (RL)

ED 146 610 CS 203 730

Freedman, Sarah Warshauer Models of the Evaluation Process

Pub Date 77

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Composition (Literary), English Instruction, *Evaluation Methods, *Evaluation Needs, *Grading, *Research Needs, Secondary Education, *Student Evaluation

This paper presents a model for evaluating student writing, that emphasizes the interplay between the paper and the evaluator. Past studies of composition evaluation have tended to focus on the paper or on the rater, but not both. The paper concludes that further experimental research on the evaluation process must be designed to examine the entire context of com-position evaluation. (RL)

ED 146 611 CS 203 731

Adams, Anthony
Teaching English. Third Edition.
National Book League, London (England).

Note—47p.

Available from—American Book Development

Book Development

Tuckahoe, New York Available from—American Book Development Programs, Box 361, Tuckahoe, New York 10707 (\$2.50 paper) Document Not Available from EDRS. Descriptors—*Annotated Bibliographies, Com-

position Skills (Literary), Elementary Secondary Education English Instruction, Foreign Countries, *Language Arts, Linguistics, Literature Appreciation, Mass Media, Poetry, Reading Instruction, Tests Identifiers—*England

The 198 titles in this bibliography were The 198 titles in this bibliography were selected as representative of current developments in the teaching of English in England. The selections are arranged in 13 categories: general works, language and linguistics, the primary school, talking and listening, drama, writing English, teaching poetry, reading, the mass media, materials for the classroom, examinations, broadcast materials, and periodicals. Each entry in-cludes publishing information, price, and a short annotation. (AA) ED 146 612 CS 203 732

Patterson, N. S. Yearbook Plann ing, Editing, and Production. Pub Date 76

Note-166p.

Available from—lowa State University Press, South State Ave., Ames, Iowa 50010 (\$7.95

Document Not Available from EDRS.
Descriptors—*Editing, Faculty
*Guidelines, *Journalism, Advisors "Guidelines, "Journalism, Layout (Publications), Photography, School Publica-tions, Senior High Schools, "Student Publica-tions, "Yearbooks Numerous aspects of yearbook production are discussed in this volume. Following a discussion of the roles of the adviser and the staff, separate

chapters deal with planning and organizing, circu-lation, and such yearbook features as themes or linking ideas, design and layout patterns, editorial content, photography, opening sections, division pages, portraits, advertising, indexes and closing pages, and coverage of feature events and activities, honors, curriculum, organizations pages, and coverage of teature events and activi-ties, honors, curriculum, organizations, and sports. Each chapter includes several pages of pictorial examples and provides exercises designed to increase students' knowledge of year-book production. (GW)

ED 146 613 CS 203 734

Donovan, Timothy R.

Creating Images: Evaluation and the Writing
Teacher.

Pub Date 77 Note-7p.; Paper presented at the Annual Meet-ing of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—"Composition (Literary), "English
Instruction, Evaluation, "Evaluation Methods,
Higher Education, Individual Instruction,
Secondary Education, Student Attitudes, Student Motivation, "Student Needs, "Teacher Attitudes, "Teacher Stereotypes
When students submit their writing for evaluation, teachers too often respond in fixed ways
that create images of the evaluator as preacher,
as police officer, as stenographer, as computer
specialist, or as obsessive-compulsive. Instead of
creating a fixed, or "tied," image that promotes specialist, or as obsessive-computative. Instead of creating a fixed, or "tied," image that promotes predictable, stereotyped student responses, teachers may create a "free" image for students by focusing on students' individual needs as writers. Such an approach is based on the assumptions that the writers and their work are rthy, that evaluation should motivate stude that evaluation must be individualized, that the writing teacher should respect students' ideas and words, and that evaluation can never be an end in itself but must play a role in teaching the writing process. (GW)

ED 146 614 CS 203 736

Brunetti, Gerald J.
The Bullock Report: Some Implications for American Teachers & Parents.
Pub Date Nov 77

Note-16p.; Paper presented at the Annual Meet-ing of the National Council of Teachers of Ensh (67th, New York City, November 24-26, 1977)

1977)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Academic Standards, *Basic Skills,
Composition Skills (Literary), *Educational
Assessment, Elementary Secondary Education,
*English Curriculum, *English Instruction,
Foreign Countries, *Language Arts, Language
Development, Language Skills, Reading, School
Organization, School Surveys, Teacher Qualifications

cations
Identifiers—*Bullock Report, *England
The Bullock Report, published in 1975,
described English teaching practices in England
and offered recommendations for improving
those practices. This paper examines the
background of the report and discusses topics in background of the report and discusses topics in the report that are of particular interest to Amer-icans, including the setting and monitoring of reading and writing standards, early language development, and classroom practices in teaching writing. The paper also summarizes the report's findings on school organization and teaching practices in English schools, touching on such areas as class size, amount of homework assigne qualifications of teachers (and the kinds of secondary-level students that they are teaching), bas

skills in classes for students aged six and nine, the typical secondary-school English curriculum, and language across the curriculum. Tables are included that show the English activities engaged in by students aged 12 and 14. (GW)

ED 146 615 CS 203 737

Nichols, John Eliot
Federal Constitutional Protection of Freedom of
the High School and College Student Press.
Pub Date 76

Note-428p.; Ph.D. Dissertation, The University

Note—428p.; Ph.D. Dissertation, The University of Wisconsin-Madison
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-28,166, MF \$7-50, Xerography \$15-00)
Document Not Available from EDRS.
Descriptors—"Censorship, College Students, Constitutional Law, "Court Litigation, Courts, Doctoral Theses, "Preedom of Speech, High School Students, "School Newspapers, "Student Rights, "Student School Relationship In order to determine the scope and nature of

In order to determine the scope and nature of federal constitutional protection of the student press, this study examines 100 reported and unre-ported court cases dealing with censorship and punishment in public high schools and colleges. punishment in public high schools and colleges. The study includes major sections on the Supreme Court ruling in "Tinker v. Des Moines School District" and its interpretations by lower courts, on the protection given various kinds of student-publication content, and on procedures for student-press regulation. The study concludes that the student press at both levels is considerably less free than the press at large, although judicial protection of the college press approximates that of the press at large. It is approximates that of the press at large. It is recommended that, to better protect freedom of expression, the courts stiffen procedural require-ments for restraint and punishment, that school officials not censor protected expression, and that schools limit their contact with the student press fund-allocation and (Author/RL)

CS 203 744

Roach, William Lester, Jr.
A Comparative Study of Two Models of Communication Skills Training. Pub Date 76

Note-149p.; Ph.D. Dissertation, The University

NOIE—149p.; Ph.D. Dissertation, The University of Mississippi Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-1431, MF \$7:50, Xerography \$15:00)
Document Not Available from EDRS.
Descriptors—College Students, Communication (Thought Transfer), "Communication Skills, Doctoral Theses, Higher Education, Information Theory, "Microcounseling, Microteaching, "Teaching Methods, "Teaching Models Identifiers—"Carkhuff Training Model, "Communication Penearch

Teaching Models Identifiers—"Carkhuff Training Model, "Communication Research This study compared the relative effectiveness of two communication-skills training models: Ivey's Microcounseling Paradigm and Carkhuff's Systematic Human Relations Training Model. After 107 educational psychology students volunteered to participate in the group that fit their schedules, treatments were randomly assigned. Pretesting and posttesting of all subjects was conducted by administering the Index of Communication; responses scored on the scale for Gross Ratings of Facilitative Interpersonal Functioning yielded a function level for each subject before and after training. An analysic of covariance, evaluating the difference between groups with regard to levels of functioning, found significant differences between the two training models and between the experimental groups and the control group. (Author/RL)

ED 146 617 CS 203 747 Gustafson, Judie Yearbook Copy That Informs, Reminds and Lives. Pub Date 77

Note—87p.

Available from—Palladium Publications, P.O.

78766. (\$4.00 Box 10184, Austin, Texas 78766. (\$4.00 paper) ocument Not Available from EDRS.

Document Not Available from EDRS.
Descriptors—Captions, Composition Skills
(Literary), Headlines, Higher Education,
"Journalism, "News Reporting, School Publications, Senior High Schools, "Student Publications, "Writing, Writing Skills, "Yearbooks
Yearbook copy should serve a dual purpose: it
should insure that a school's history survives the

years, and it should impel readers to recall the situations of their achool years. This book pro-vides guidelines for the writing of effective yearvides guidelines for the writing of effective year-book copy. Chapters deal with the need for good copy, gathering information, considerations to keep in mind while writing copy, writing captions for photographs, writing headlines, and using a uniform style. The final chapter presents examples of good copy from all areas of yearbook coverage, drawn from a number of yearbooks. An appendix provides brief lists of related books and magazines, national associations, and transfer letter companies. (GW) letter companies. (GW)

ED 146 618 CS 203 748

Sprung, Barbara
Non-Sexist Education for Young Children: A
Practical Guide.

Pub Date 75 Note-115p.

Available from—Citation Press, A Division of Scholastic Magazines, Inc., 50 West 44th Street, New York, New York 10036 (\$3.25

nt Not Available from EDRS.

Descriptors—Bibliographies, Check Lists, *Child Care Centers, Child Development, Childrens Books, Classroom Environment, Guidelines, *Instructional Materials, Parent Participation, Preschool Curriculum, *Preschool Education, *Sex Discrimination, *Sex Role, *Sex Stereotypes, Units of Study

Identifiers—*Nonsexist Education
The Women's Action Alliance, established to help translate the growing awareness of sex dis-crimination into concrete actions and improvements in the lives of women, directed a study of sexist influences and practices in child-care cen-ters in the New York City area and worked with four volunteer centers to develop and test non-sexist materials and programs for young children. Separate chapters of this book discuss the following topics: the background of the nonsexist child-development project; early childhood develop-ment; involving parents in the examination of sexism in language, in television programs, and in early childhood education; the creation of nonsexist environments for young children; units of study for nonsexist early education programs; and study for nonsexist early education programs; and nonsexist materials for use with young children. Appendixes provide an annotated bibliography of nonsexist picture books, a bibliography of selected nonsexist readings, and a checklist for a nonsexist early education classroom. (GW)

ED 146 619 CS 203 751 Broz, Nancy D.

Writing or Plagiarizing?

Pub Date May 77 Note—day; Paper presented at the Leadership Conference of the New Jersey Council of Teachers of English (Lawrenceville, New Jersey, May 5, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

escriptors—*Composition (Literary), *English Instruction, Grade 7, Junior High Schools, Plagiarism, *Reports, *Research Skills, *Teaching Techniques *Teaching Techniques
This paper notes that, when teachers assign the

This paper notes that, when teachers assign the writing of research reports without showing children how to write such reports, they may actually encourage children to plagiarize. It then outlines a method used to teach seventh graders how to write short "controlled reports." Working as a group, the students learn how to pose research questions, use sources of information, organize information, write outlines, and compose reports from the outlines. The goal is for students to get the feeling of collecting and controlling information and to have the satisfaction of writing a report in their own words. (GW) port in their own words. (GW)

ED 146 620 CS 203 752

Guthrie, Charles Snow

A Study of Kentucky Folklore as a Resource High School English Programs of the State. Pub Date 76

Note-214p.; Ed.D. Dissertation, University of

Note—214p.; Ed.D. Dissertation, University of Kentucky Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-5690, MF \$7.50, Xerography \$15.00) Document Not Available from EDRS. Descriptors—Anthologies, Doctoral Theses, Elec-tive Courses, *English Curriculum, *English In-struction, *Folk Culture, *Instructional Materi-als, Secondary Education, State Surveys Identifiers—*Kentucky

A survey of 30 Kentucky high school English department heads known to have phase-elective programs indicated that 40% of the high schools programs indicated that 40% of the mg. had folklore as an offering; 60% believed that an anthology of Kentucky folklore would be valua-anthology of Kentucky folklore would be valuaanthology of Kentucky folklore would be valua-ble. No teacher reported more than nine hours of college or university folklore course work; most had had none. A separate questionnaire to private colleges and universities in Kentucky in-dicated that seven offered one or more un-dergraduate folklore courses applicable to a teaching certificate for English majors; three of-fered work at the scalute level, and one offered teaching certificate for English majors; three of-ferred work at the graduate level; and one offered an undergraduate minor in folklore for teacher trainees. An anthology of Kentucky folklore was compiled from previously published and archived material, suitable for use in phase-elective English courses. It contains samplings of myths, legends, folktales, folksongs, rhymes, proverbs, tongue twisters, and riddles. (Author/AA)

ED 146 621 CS 203 753

D 140 021
mpbell, Mary Lyn Midgett
n Investigation of the Relationship between
Secondary Generative and Receptive Communication Skills at the College Freshman Level.

Pub Date 76

Pub Date 76

Note—143p.; Ph.D. Dissertation, University of Southern Mississippi

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-5928, MF \$7:50, Xerography \$15:00)

Document Not Available from EDRS.

Descriptors—College Freshmen, Composition Skills (Literary), Doctoral Theses, *English Instruction, Higher Education, *Reading Instruction, *Reading Skills, *Writing Skills

Forty freshmen at Dillard University (New Orleans, Louisiana) completed the Nelson-Denny Reading Test, an original criterion-referenced test of specific reading skills, and an in-class theme on an assigned topic. Results of the analysis of reading and writing skills established a high relationship between the two skill areas: the better writers were the better readers, and the poorer writers were the better readers, and the poorer writers were the poorer readers. Other results inwriters were the poorer readers. Other results in-dicated that accuracy in organization and mechanics was more highly related to superior reading skill than fluency of ideas, that the Nel-son-Denny Reading Test tends to discriminate the better readers and writers from the average and oorer readers and writers, and that the criterionreferenced reading test tends to discriminate the poorer readers and writers from the average and pooter readers and writers from the average and better readers and writers. Results were in-terpreted in terms of the need to integrate in-struction in the basic skills of reading and com-position at the college level. (Author/AA)

ED 146 622 CS 203 754

Taylor, Hazel S.

And the Twain Shall Meet: The Aged in Children's Literature.

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Change Strategies, *Changing At-titudes, *Childrens Books, *Childrens Litera-ture, Elementary Education, *Older Adults, *Stereotypes, Youth

This paper examines the ways in which old age characterized in children's literature. Two studies and several specific examples indicate that children are given a limited, stereotyped conception of old age in the books that they read. It is concluded that a need exists for more children's books that present old age in a positive manner, that describe aging in its various dimensions, and that show young people that youth and old ag are related aspects of the human condition. (RL)

ED 146 623 CS 203 755 ass, Mazin

The Language of Fifty Commonly Used Forms.

Pub Date 76 -520p.; Ph.D. Dissertation, Southern Illinois

University

University
Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
77-6197, MF \$7.50, Xerography \$15.00)
Document Not Available from EDRS.
Descriptors—Doctoral Theses, Language
Research, *Readability, Readability Formulas,
*Records (Forms), *Semantics, *Syntax,
*Word Frequency, Word Lists

Identifiers—*Application Forms
The study analyzes, for readability and difficulty, the language of 50 commonly used application forms. The forms were compared with respect to length, readability, t-unit density, and word-length analysis the compared assigns tha length, readability, t-unit density, and word-length variables. Forms were also compared against two word-frequency lists. Results show that many of the words appearing often on forms do not appear on the high-frequency word lists, that the readability of the forms (according to the FOR-CAST formula) ranges from the eighth-grade level to above the sixteenth-grade level, and that the language of forms combines difficult semantics with oversimplistic syntax. (Author/RL)

ED 146 624 CS 203 757

Infantino, Robert Louis Testing and Accountability: A Survey of the Knowledge and Attitudes of New York State Secondary School English Teachers.

Note—224p.; Ed.D. Dissertation, State University of New York at Buffalo Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-6143, MF \$7.50, Xerography \$15.00) ocument Not Available from EDRS.

Descriptors—*Accountability, Doctoral Theses,
*English Instruction, Secondary Education,
Secondary School Teachers, *Standardized
Tests, *State Surveys, *Teacher Attitudes,
*Testing

"Testing identifiers—"New York Secondary school English teachers, drawn randomly from school systems throughout New York State, were polled with regard to their knowledge of suppose testing and their statistics. of current testing practices and their attitudes toward testing and accountability. A total of 497 usable responses (50.5% response) was obtained. Findings suggest that there is a wide variety of standardized tests being administered in New York State; that test results are accessible to York State; that test results are accession to teachers and are used appropriately for guidance and placement purposes; that teachers show a lack of familiarity with testing terminology and test construction; that pupil performance on stan-dardized tests does not affect teacher evaluation, promotion, or tenure; that accountability programs are not widespread in New York State; an that teachers are willing to be held accountabl for factors over which they have some control, such as subject matter, but are not willing to be held accountable for pupil performance as measured by standardized tests. (Author/GW)

ED 146 625 CS 203 758

Greenlaw, M. Jean Information, Please! Books and Their Many Uses. Pub Date Apr 77

Note—9p.; Paper presented at the Annual Na-tional Conference on Language Arts in the Ele-mentary School (9th, Phoenix, Arizona, April 22-24, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Po Descriptors—*Content Reading, Elementary Education, Individualized Reading, *Literature Appreciation, *Nonfiction, Reading Instruction, *Reading Materials, *Reading Materials Selection, Recreational

*Reading Material Selection, Recreational Reading, Teaching Techniques
This paper uses the term "informational books" in place of the label "nonfiction" and proposes that the difference in connotation might proposes that the difference in connotation might promote a change in students' attitudes toward content reading. Several examples of informa-tional books and their use are provided, showing classroom teachers and librarians how to enhance learning while providing students with reading pleasure. (RL)

ED 146 626 CS 203 759

Barnes, James J.
Authors, Publishers and Politicians: The Quest for an Anglo-American Copyright Agreement 1815 1854.

Note-300p.

Available from—Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210 (\$13.00 cloth)

Document Not Available from EDRS.
Descriptors—*Authors, *Copyrights, *Diplomatic
History, Historical Criticism, *Historical History, International Relations,

Reviews, International Relations, *Politics, *Publishing Industry Identifiers—Great Britain, United States This book describes the efforts made between 1815 and 1854 to secure an Anglo-American

copyright agreement and indicates the factors that caused such efforts to fail. The book reports the effects that the lack of a copyright agreement the effects that the lack of a copyright agreement had on overall Anglo-American relations and on British and American writers and publishers. Chapters provide discussion of the Depression of 1837-1843 and its implications for the American book trade, British periodicals in America, efforts to influence the United States Congress and the British Parliament, the impact of foreign reprints on the domestic British book trade, the Canadian book market actions of the British law courts as book market, actions of the British law courts as narket, actions of the British law courts as an alternative to copyright laws, American lob-byists in the early 1850s, bribery as a necessary expense for congressional action on copyright law, and the need for Senate ratification of a specific copyright treaty. (RL)

ED 146 627

CS 203 761

Furness, Edna L.
Seven Signs of a Successful Speller.
Pub Date [76]
Note—8p.; Study prepared at Kearney State Col-

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

escriptors "Academic Achievement, Elementary Education, Language Skills, "Spelling, "Spelling Instruction, "Study Habits, "Word Study Skills

Study Skills

This paper presents seven signs or abilities that delineate a successful speller: a systematic method of approach to words, use of adequate methods of learning new words, mastery of the most common words, independence in using the dictionary, consciousness of word construction, use of a linguistic approach to regular and irregular spellings, and acceptance of individual responsibility for correct spelling. (Author/RL)

CS 203 769

Malickson, David L. Nason, John W. Advertising-How to Write the Kind That Works. Pub Date 77

Note-221p.

Note—221p.

Available from—Charles Scribner & Sons, 597

Fifth Ave., New York, New York 10017

(\$4.95 paper, \$12.50 cloth)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, *Information

Dissemination, Layout (Publications), Mass

Media, Merchandising, News Media, Organiza
tional Communication, Printing, *Publishing In
dustry, Research. *Writine

dustry, Research, *Writing ldentifiers—*Advertising, *Copywriting

The object of this book is to aid copywriters in The object of this book is to aid copywriters in creating effective advertising. It suggests orderly procedures for planning advertising, as well as some simple writing guidelines. Chapters discuss the function of the copywriter, organization and relationships, adapting advertising for the medium in which it will appear, applying psychology, basic writing style, basic print techniques, copywriting for different print media, copywriting for ordifferent print media, copywriting for ordifferent print media, copywriting for broadcast media, campaign planning, merchandising advertising, copy research, and production pitfalls. The book includes a list of helpful publishers and organizations and provides numerous examples of effective advertisements.

CS 203 772 SLATE (Support for Learning and Teaching of English). Volume 2. National Council of Teachers of English, Urbana,

Pub Date 77

Pub Date 77
Note—22p.; Newsletter, v2 n1 through 8
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Bilingual Education, Elementary
Secondary Education, English Instruction,
Language Arts, *Performance Based Education, *Phonics, *Standardized Tests, *Testing
Problems, Testing Programs, *Test Interpretation

These newsletters, produced during the second year of activity of a standing committee of the National Council of Teachers of English, focus on standardized testing as it affects the teaching of English. The first newsletter describes committee activities and priorities and includes a bibliogactivities and priorities and includes a bibliography of information on tests and evaluation. The other seven deal in turn with specific issues: minimal competencies and measures of competence, how to interpret standardized test results, phonics instruction, competency testing and bilingual/bicultural students, implications of the national Assessment of Educational Progress, trategies of resenous to the minimum consequence. strategies of response to the minimum comp

cy movement, and implications of the Scholastic Aptitude Test score-decline report. (AA)

ED 146 630

CS 203 773

Vilanilam, John V. Vicaniam, John V.
A Survey of Communication/Journalism Education in South Asian Universities.
Pub Date Oct 77

Note—44p.; Paper presented at the Annual Meeting of the Midwest Conference on Asian Affairs (26th, DeKabl, Illinois, October 197) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*College Curriculum, *Developing Nations, Educational Assessment, *Educational Needs, Educational Objectives, Foreign Countries, *Journalism Education, Mass Media, Social Change, *Speech Communication, *Surgings Plus National Change Plus

cial Change, "Special Surveys (Surveys Identifiers—"Asia (South)
In South Asia (the land mass that includes Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan, and the island nation Sri Lanka), college-level programs in journalism and communication, which can help developing nations to promote social change and to improve societal living standards, have not progressed with media growth. The reasons for journalgrowth. The reasons for journal-ism/communication education's poor progress in South Asian universities are discussed in this paper. Analysis of data from a 1976 survey of the region's universities indicates that the few pro-grams currently offering instruction in journalism and communication are heavil. grams currently othering institution in journalism and communication are heavily literary, linguistic, and theoretical, that they have no sociological orientation, and that they are of very little practi-cal use for social development. A plea is made for the acceptance of communication as a social science discipline in all colleges and universities in the region, stressing the important role communication can play in social change and national development. Data from the survey and other statistical resources are appended. (Author/RL)

ED 146 631

CS 203 775

Reeves, Byron
Children's Perceived Reality of Television and the
Effects of Pro- and Anti-Social TV Content on

Pub Date Aug 77
Note—27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24,

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavior Development, Inter-mediate Grades, *Realism, *Social Behavior, *Television Research, *Television Viewing Identifiers—*Audience Response Interviews were conducted with 721 students in

Interviews were conducted with 721 students in fourth, sixth, and eighth grades to study whether children's perceived reality of television would affect the relationship between pro-social and antisocial television content and pro-social and antisocial behavior. Social behavior variables, a perceived reality index, and television exposure vari-ables (reflecting exposure to pro-social and anti-social behaviors) were derived from the responsocial behaviors) were derived from the respon-ses. Overall, results from factor and regression analyses of the data did not support the assumed role of perceived reality in determining the im-pact of exposure to television on children's social behavior. Further exploratory analyses and methodological issues are discussed. Appendixes give conceptual and operational definitions of the pro-social and anti-social behaviors which were measured. (AA)

ED 146 632

CS 203 776

Neumeyer, Peter
What Makes a Good Children's Book? The Art of
the Word: Significance in Stories for Young

People. Pub Date Mar 77

Pub Date Mar 77
Note—16p.; Paper presented at the Annual Meeting of the Children's Literature Association (4th, Ypsilanti, Michigan, March 25-27, 1977)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Adolescent Literature, *Childrens Literature, *Composition (Literary, *Language Usage, *Literary Analysis, Literary Criticism, Standards, *Textual Criticism Identifiers—Potter (Beatrix), White (E B), Zindel (Paul)

(Paul)
A "good" book may be defined as a book that is rich and dense in texture and that draws on many authorial resources. This paper demonstrates the way in which richness in word usage contributes to making books good. It discusses

the way in which words are emotionally charged and then analyzes the use of individual words in a brief portion of an A. A. Milne story, in Beatrix Potter's "Peter Rabbit," in Paul Zindel's "I Never Loved Your Mind," and in E. B. White's "Charlotte's Web." All four authors are judged to use words skillfully, and "Charlotte's Web" is judged to display especial denseness, richness, and textural intricacy. (GW)

ED 146 633

CS 203 781

Daly, Brian And Others Reading While Listening: An Annotated Bibliog-raphy of Materials and Research. Paper No. 13. Leeds Univ. (England). Inst. of Education.

Note—37p.

Available from—School of Education, University
of Leeds, Leeds LS2 9JT, England (35 pence
plus postage; \$1.50 postpaid)

EDRS Price MF-\$0.83 Plus Postage. HC Not

EDRS Price MF-\$0.83 Plus Postage. HC Not Avallable from EDRS. Descriptors—*Annotated Bibliographies, Elementary Education, Foreign Countries, *Listening, Listening Tests, *Reading Research, Reading Materials, *Reading Research, Reading Tests, *Teaching Methods Identifiers—*Reading While Listening This annotated bibliography, intended for researchers and teachers, lists materials about reading while listening. The entries are organized into five sections: materials for reading while listening methods, empirical studies of reading-while-listening methods, theoretical issues related to reading while listening methods, theoretical issues related to reading while listening methods, theoretical issues related to reading while listening and tests of listening and of reading. Each entry includes a listening and of reading. Each entry includes a bibliographic reference and an annotation; publishers' addresses are provided in an appendix. (AA)

CS 203 794

ED 146 634 Eberhard, Wallace B. Publications Manager ns Management: A Guide to Teaching Materials. Pub Date [77]

Note—94p.; Resource Guide prepared at University of Georgia
Available from—Wallace Eberhard, School of Journalism, University of Georgia, Athens, Georgia 30602 (write for price)
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—Course Descriptions, Curriculum Guides, *Educational Resources, Higher Education, Instructional Materials, *Journalism, *Journalism Education, *Management, News Media, *Publications, *Resource Guides
Too few journalism graduates know anything about the problems of management; yet, the higher one rises in the newsroom, the more one must develop managerial skills and talents. This resource guide to teaching materials for college courses in publication management lists books. courses in publication management lists books, articles, pamphlets, and audiovisual materials under the following topical headings: advertising; circulation; economics and finance; the editorial circulation; economics and finance; the editorial department; equipment, production, and technology; labor and personnel; management; newspapers and magazines in the classroom; promotion and public relations; readership; and miscellaneous. The guide also contains fourteen publication-management course outlines from 13 universities, lists periodicals and organizations that have an interest in the publication-management field, and concludes with brief outlines of some typical degree programs that illustrate how a concentration in publication management is integrated into a traditional journalism program. (Author/RL)

ED 146 635

CS 203 807

Foss, Donald J. Language Comprehension in Children. Final Re-

Texas Univ., Austin.

pons Agency-National Inst. of Education (DHEW), Washington, D.C. Office of Research

Bureau No-BR-3-1713

Pub Date Nov 77 Grant-NEG-00-3-0120

Orant—NECI-00-3-0120
Note—41p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—"Child Language, "Comprehension,
Early Childhood Education, "Language
Development, "Language Research,
"Measurement Techniques, Sentences, Thought

This report reviews experimental techniques that have been used to assess sentence comprehension by preschool children and describes a new technique, word monitoring, which permits an assessment of the momentary demands made an assessment of the momentary demands made upon sentence-processing mechanisms as a child listens to a sentence. (The time it takes the child to push a button in response to a target word is the main variable in this technique.) Four experiments using the technique are described. The first explored the word-monitoring task to see if it would yield sensible data in a "clear case" situation. In succeeding experiments were would yield sensible data in a "clear case" situa-tion. In succeeding experiments, various hypotheses concerning the processing of sen-tences that contain relative clauses were ex-amined. In particular, Slobin's Interruption Hypothesis and Sheldon's Parallel Function Hypothesis were tested. Evidence in favor of the Interruption Hypothesis was obtained: children at this stars appear to enter into a processing Interruption Hypothesis was obtained: children at this stage appear to enter into a processing subroutine when the cue word "that" appears, signaling a relative clause. Further work showed that children do not overgeneralize; they do not take the cue word "that" to be a signal for a relative clause when it is inappropriate for them to do so (e.g., when "that" is a demonstrative). (Author/AA)

ED 146 636

CS 501 866

Bacon, Wallace A. Speech as a Humanistic Discipline.

Pub Date Aug 77

Note-14p.; Paper presented at the University of the Philippines, August 3, 1977 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Enrichment Experience,
*Humanistic Education, Humanities, Human
Relations, *Individual Development, Interdisciplinary Approach, Interpretive Reading,
*Literature Appreciation, *Speech Communication

cation

This paper discusses speech communication's expansion as a discipline and its relation to the rest of the humanities. Focusing on the interpretation of literature, a speech communication course that relates to several other fields of study, the paper stresses the individual development that can occur through the experiences of forced by the study of speech communication. fered by the study of speech con

ED 146 637 CS 501 868

Lanigan, Richard L. A Semiotic Metatheory of Human Con Pub Date Oct 77

Note—22p.; Paper presented at the Annual Meeting of the Semiotic Society of America (2nd, Denver, Colorado, October 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Post Descriptors—*Communication (Thought Transfer), *Information Theory, Interaction,

Transfer), *Information Theory, Interaction, Interpersonal Relationship, *Models, *Semiotics, *Social Systems, *Theories
This paper formulates a semiotic metatheory (theory of change) of human communication, in six analytical steps: First, semiology indicates that the coding function in communication relies on the nature of the signifier and the signified. Second, the nature of coding (as distinct from its function) is best described by social systems theory. Third, human communication theory and by incounted for by communication theory and by incounted for by communication theory, not by information theory. Fourth, any metatheory of human communication based on the foregoing human communication asset on the tregoing hypotheses can have only two functional models in the social world. Fifth, these two models, called the ecosystem model and the phenomenological model, constitute the logical universe of a rigorous science of communication. Sixth, these models presume a semiotic base in which description and information are code conditions, definition and communication are context conditions, and interpretation and legitimation are message conditions. (Author/RL)

ED 146 638 CS 501 874

ED 140 0.56 Seiguist, John A. Developing a Certificate Program in Interpersonal Communication at West Valley College. Cur-riculum Development.

Pub Date Dec 7.

Note—46p.; Paper presented at the Annual Meeting of the Speech Communication Association (63rd, Washington, D.C., December 1-4, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Curriculum Development,
*Educational Needs, Humanistic Education, *Interdisciplinary Approach, *Interpersonal

Relationship, Listening Skills, *Performance Based Education, Practicums, *Program Development, Program Planning, *Speech Communication, Speech Skills
This paper discusses a practicum that developed a pilot program in interpersonal communication, creating a pattern of courses that would instruct students in the use of listening/talking skills for dyadic and small group situations. The paper shows how the need for this program was established and assessed and how a multidisciplinary committee developed the program, which included four core courses in speech, psychology, and counseling and two sets of course options, one in speech and one in management. The program is humanistic, competency based, and designed to provide students with both cognitive and affective learning experiences. Documents that were used in the practicum or that were developed by the committee ticum or that were developed by the committee are appended. (RL)

ED 146 639

CS 501 875

ED 140 657 Fetzer, Ronald C. Practical Development of a High School Technical

Note—11p.; Paper presented at the Annual Meet-ing of the Speech Communication Association (63rd, Washington, D.C., December 1-4, 1977) Some pages of the original appendix were deleted because of poor reproducibility EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Course Content, Curriculum Guides, Dramatics, Evaluation, *Production Techniques. Reading Management (1997)

Guides, Dramatics, Evaluation, "Production Techniques, Reading Materials, Senior High Schools, Teaching Methods, "Theater Arts This document presents a week-by-week syllabus for an 18-week high school technical theatre course. This course, which may be expanded to one year or reduced to nine weeks, emphasizes having the student learn by doing, so that the teacher eventually becomes freer to concentrate on playdirecting responsibilities. The centrate on play-directing responsibilities. The document also discusses the rationale for the course, and it lists course objectives, grading sug-gestions, recommended textbooks, ideas for ob-taining supplies for the course, and general sug-gestions for conducting the course. (GW)

ED 146 640

ter Horses...An Analysis of Country-Western Pub Date 77

Note—11p.; Paper presented at the Annual Meet-ing of the Western Speech Communication As-sociation (Phoenix, Arizona, November 1977); Best copy available EDES Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Communication (Thought
Transfer), *Content Analysis, *Music, *Sex
Role, Sex Stereotypes, *Values, *Vocal Music
Identifiers—*Country Music, *Songs
This paper reports on a study of the content of
the lyrics of 100 country-western songs. It
presents findings concerning the primary subject
matter of the songs, female and male roles portrayed, and the value system implicit in the song
lyrics. Among the findings were that the single
most-valued subject in country-western music is
romantic ideal, the individual depicted in countrywestern music has little to hope for or aspire to;
and that the figure in country-western music has and that the figure in country-western music has little control over the circumstances of his or her

CS 501 880

Avery, Robert K. And Others
Six Experiments in Ascertainment Methodology.
Corporation for Public Broadcasting, Washington D.C. Office of Communication Research. Pub Date 77

Note—63p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage. Descriptors—Black Community, *Broadcast Industry, *Community Benefits, Community Leaders, *Community Surveys, Federal Legislation, *Public Television, Research Methodolo-Rural Areas

gy, Rural Areas
This volume contains nontechnical summaries
of six studies related to the requirement for
ascertaining community needs by the public
broadcasting industry. The six studies include
"Issues in Ascertaining the Different Needs of
Urban and Rural Community
"Volunteer Ascertainment Panels,"

"Ascertainment Collection Methods for the Rural Public Station," "Method Dependent Opinion Leadership: Implications for Ascertainment of Black Community Needs for Public Television Stations," "Progress Report on Continuing Ascertainment: Jacksonville and Tallahassee, Florida," and "How to Conduct a Cooperative Market-Wide Community Leaders Survey." (AA)

ED 146 642 CS 501 881

Beatty, Michael Joseph
A Validation Study of Cognitively Experienced
Communication Apprehension Scales. Pub Date 76 -87p.; Ph.D. Dissertation, The Ohio State

Pub Date 70
Note—87p.; Ph.D. Dissertation, The Ohio State
University
Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
76-24,555, MF \$7.50, Xerography \$15.00)
Document Not Available from EDRS.
Descriptors—Affective Behavior, *Anxiety, Cognitive Measurement, Doctoral Theses,
*Measurement Instruments, *Public Speaking,
*Statistical Analysis, Stress Variables, *Validity
Identifiers—*Communication Research
This study develops a self-report inventory of
public speaking apprehension that establishes
measures of content, construct, and predictive
validity. An item pool was generated by students
that were anxious about giving speeches, and the
resulting instrument was then administered to the
general student population and factor analyzed. resulting instrument was then administered to the general student population and factor analyzed. Each factor was also used as an independent variable in a regression equation predicting skill temperature prior to and during speaking episodes. Results indicate that students and researchers perceive the speaking experience differently, that cognitively perceived apprehension is factorially complex (characterized by prior apprehension, avoidance, and tension), and that scales resulting from the procedure predict skin temperature moderately well. Implications for further research are discussed. (Author/RL)

ED 146 643 CS 501 882

Sherman, Barry L. Access: On and Off the Air. Pub Date Oct 77

ote—13p.; Paper presented at the Annual Meet-ing of the Speech Communication Association of Pennsylvania (Uniontown, Pennsylvania, Oc-tober 1977)

tober 1977)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postag Descriptors—Broadcast Industry, *Feedback, Mass Media, *Programing (Broadcast), *Social Change, *Speech Communication, *Technological Advancement, Television,

"Technological Advancement, Television, Video Equipment Identifiers—"Public Access
This paper reviews the technological and social changes that have effected a new conception of feedback in mass communication called "access."

Access to broadcast systems and programming has two components: "off-the-air," where groups representing public interests have developed. nas two components: 'out-the-air,' where groups representing public interests have developed mechanisms for influencing programming changes; and "on-the-air," where technological developments in miniaturization and cable service have facilitated the individual viewer's exposure to and experience with video hardware and software. The paper concludes that speech communi-cation teachers should provide students with the skills and experiences necessary to achieve both on-the-air and off-the-air access. (Author/RL)

ED 146 644

Nelson, Robert Aaron
An Experiment in the Application of Group Training to Theatre.
Pub Date 76

-184p.; Ph.D. Dissertation, University of

vailable from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-7406, MF 57.50, Xerography \$15.00) ocument Not Available from EDRS. Available from-

Document Not Available from EDÉS,
Descriptors— "Acting, Doctoral "Dramatics, "Group Dynamics, Guidance, Higher Education, Program Evaluation, Teamwork, "Theater Arts Identifiers—University of Utah
This study is the last in a series of explorations, conducted during the period from 1969 through 1972, into the applicability of group training to theatre at the University of Utah. The experimental group, which consisted of the 1971 and 1972 University of Utah Shakespeare Players, were compared to two control groups. Two personality

measures were used to examine personality changes, and a special rating form was used by audiences, directors and casts, and trained raters to avaluate individual and casts. to evaluate individual and cast performances in to evaluate individual and cast performances in the three groups. Findings suggest that group work aided the experimental group in achieving true ensemble performance, that (as measured by the personality tests) the casts corresponded to their directors, and that individuals with "more functional" conceptual systems were rated more highly as actors than were those with "less func-tional" systems. Oualitative tional" systems. Qualitative observations were also used to interpret the effects of formal group training under the direction of a trained group leader. (Author/AA)

ED 146 645 CS 501 884

Kelley, Michael P., Ed. Freedom of Speech Ne reedom of Speech Newsletter, Volume 4, Numl 1, October 1977.

Western Speech Communication Association. Pub Date Oct 77

Note—17p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Citizen Participation, Civil Liberties, *Communication (Thought Transfer), *Democratic Values, *Educational Transfer), "Democratic Vaiues, "Duccationia Strategies, Elementary Secondary Education, "Freedom of Speech, Government Role, "Leadership Responsibility, Newsletters, Speech Communication
This newsletter features an essay, "Anticipatory and Citizan Involvement: Strategies

Democracy and Citizen Involvement: Strategies for Communication Education in the Future," which discusses strategies for improving citizen involvement and examines ways in which educainvolvement and examines ways in which educa-tors can prepare students for constructive citizen involvement. Notes on Speech Communication Association meetings scheduled for late 1977, a statement of policies and principles of the Speech Communication Association Committee on Ac-countability and Responsibility in Governmental Communication, and a "Credo for Free and Responsible Communication in a Democratic Responsible Communication in a Democratic Society" are included. (GW)

ED 146 646 CS 501 886

Balon, Robert Edward

A Multivariate Examination of Predictors of Viewing Television Violence, Attitudes toward Television Violence, and Differences among Assaultive and Non-Assaultive Inmates Concerning Televi-sion Violence and Overall Media Consumption. Pub Date 76

Note-121p.; Ph.D. Dissertation, The University

or Michigan
Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
77-7862, MF \$7.30, Xerography \$15.00)
Document Not Available from EDRS.
Descriptors—*Crime, Criminals, Doctoral Theses,

*Prisoners, Programing (Broadcast),
*Television Viewing, *Violence
This study explored the relationship between prison inmates' preferences for violent television programs and their involvement in crimes of violence. Findings suggested that these ways violence. Findings suggested that there was no significant relationship between prisoners' assaul-tive backgrounds and their stated preferences for violent programs, and that there was no relationship between television viewing and crimes of violence. Among the factors identified for future research was the possibility that criminals may learn criminal techniques from television. (Author/GW)

ED 146 647 CS 501 887

Fuson, Harold W., Jr.

Knocking at the Jailhouse Door. Freedom of Information Center, Columbia, Mo.

ort No-FOI-377 Pub Date Sep 77

Note—7p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—°Civil Liberties, °Constitutional

Law, °Corrective Institutions, Court Cases,

Court Litigation, °Information Dissemination,

Information Retrieval, News Media, Prisoners,

*Suscence Court Litigation, Value of the Control of the Court Litigation, Plant Court Court Cases, Court Cases, Court Litigation, Plant Court Cases, Court Cases, Court Litigation, Plant Court Cases, C *Supreme Court Litigation Identifiers—*First Amendment, *Freedom of In-

formation

This report explores the ways in which the First
Amendment affects the rights of the press and
the public to examine conditions inside the nation's prisons and jails. Discussion also analyzes the First Amendment's interpretation with regard to the right to gather news, reviews Supreme Court decisions related to the right of access to

prisoners or prison facilities, and notes possible future trends in Supreme Court decisions. (GW)

ED 146 648 CS 501 888

Turow, Joseph
Publishing and Distributing Children's Books for the Mass Market. Pub Date 77

Note—22p.; Paper presented at the 1977 American Library Association Conference EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Childrens Books, Childrens Litera-ture, *Decision Making, Delivery Systems, *Guidelines, *Marketing, *Publishing Industry This paper examines the factors that influence production and distribution of children's books for the mass market, distinguishing the commer-cially oriented market from the nonprofit, "library market" segment of the publishing industry. The paper presents interviews with 46 people from mass-market publishing firms and focuses on three organizations within the mass market investigate the following topics: the historical roots of the mass market; the mass market today; roots of the mass market; the mass market today; publishing requirements, economic considerations, feedback, and promotion in the mass market; publishers' responses to the mass-market environment; decision-making structures and processes in publishing firms; guidelines for books (characterization, writing styles, and illustrations); and possibilities for expanding the spectrum of choice in the mass market to include library-market titles. (RL)

ED 146 649 CS 501 889

Octigan, Mary Withrow

Male and Female Dominance in Communication. Pub Date 76

Note-158p.; Ph.D. Dissertation, University of

Denver
Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
77-8737, MF \$7.50, Xerography \$15.00)
Document Not Available from EDRS.
Descriptors—Doctoral Theses, *Feedback,
*Feminism, *Interpersonal Relationship,
*Language Patterns, Sex Role, Sex Stereotypes,
*Social Influences, Speech Communication,
*Speech Habits *Speech Habits Identifiers—*Communication Research

This study explores male/female patterns of dominance in dyadic speech communication in order to determine the influence of speaker's sex, speaker's commitment to the women's mover and observer feedback on those patterns. College students (30 males and 30 females) responded to an "attitudes-toward-women" questionnaire and were classified as either pro-feminist or traditional. The subjects then participated in twenty-minute conversational dyads, during which third-party observers recorded behavior patterns before and after a feedback intervention statement. Results indicate that males exert significantly greater speech dominance (particularly in mixed-sex conversations), that no effect can be at-tributed to speakers' pro-feminism or traditional attitudes, and that feedback principles may well inhibit feminists' attempts to adopt male language patterns. (Author/RL)

ED 146 650 CS 501 891

arrison, John P. Andersen, Peter A. ledia Consumption and Population Characteristics of Political Opinion Lenders. Garrison, John P. Media Consump

Note-29p.; Paper presented at the Annual Meeting of the International Communication Astion (Berlin, Germany, May 29-June 4,

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adult Leaders, "Information Relationship, "Leadership Qualities, *Mass Media, Political Attitudes, Political Influences, Political Socialization, *Politics, *Public Opinion, Social

Influences

This study examines the information sources and population characteristics that differentiate political opinion-leaders from nonleaders. A telephone poll of 339 subjects provided data indicating that political opinion leaders receive more information about candidates from all more information about candidates from an media, as well as through interpersonal communi-cation, than do nonleaders. No significant age dif-ferences were found between political opinion-leaders and nonleaders, but males were signifi-cantly more likely to be leaders than were females. Finally, political opinion-leaders were found to be more likely to develop and to state their preferences for a political candidate than were nonleaders. Implications of the results and suggestions for future research are discussed. (Author/RL)

ED 146 651

In 140 USI CS 301 892 Idlandro, Loretta Ann he Design and Testing of an Information Retrieval System for Student-Centered Activities in the Speech Communication Curriculum. ub Date 76

Pub Date 76
Note—355p.; Ph.D. Dissertation, The Florida State University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-8604, MF \$7.50, Xerography \$15.00)
Document Not Available from EDRS.
Descriptors—*Computer Assisted Doctoral Theses, Higher Information Planticition, Retrieval, Information Systems, Nonverbal Communication, Program Development. Communication, Program
Speech Communication Developme

This study designed and tested a computerized information retrieval system for student-centered activities in the speech communication curriculum. Two systems were designed, tested, and in-terfaced: a classification system for coding selected activities and a computerized informa-tion retrieval system for selecting activities. Two hundred nonpackaged activities concerning non-methal computation were alected for use hundred nonpackaged activities concerning non-verbal communication were selected for use. Results from the evaluation of both the classifica-tion system and the retrieval system suggest that the complete system provides an effective and ef-ficient method for selecting activities in the area of nonverbal communication. In addition, the design for the development and testing of the classification and retrieval system may be used for the development of comparable systems for other areas of speech communication. (Author/AA) (Author/AA)

ED 146 652 CS 501 893

Taylor, Stephen Alvin
The Development of Conversational Rules in Four-, Six-, and Eight-Year-Old Children: An Investigation with Naturalistic and Controlled Methodologies.

Pub Date 76

Note—226p.; Ph.D. Dissertation, University of Il-linois at Urbana-Champaign Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-9206, MF \$7.30, Xerography \$15.00) Document Not Available from EDRS.

Document Not Available from EDRS.

Descriptors—*Age Differences, "Child Development, "Child Language, Doctoral Theses, Interaction, "Language Research, Research Methodology, "Speech Communication Identifiers—*Conversation
This investigation explored the conversational practices and conversational rule-conformity of

practices and conversational rule-contormity of children aged four, six, and eight. Procedures included observation of the conversational behavior of children in classroom interaction among peers and a controlled laboratory investigation of the conversations of 18 children, of varying age levels, who were divided into groups of three and assigned discussion topics. Findings suggested that a grasp of the constitutive rule of conversation (participants alternately speaking and listening in focused interaction) was strongly contingent upon age and development, and that the practices of the children with regard to speaking relevantly about a topic were also related to age level. A comparison of the two research methodologies (naturalistic method and controlled laboratory method) indicated the advantages and disadvantages of each. (Author/GW) children aged four, six, and eight. Procedures in-cluded observation of the conversational behavior

vantages a (Author/GW) ED 146 653 CS 501 895 Pendell, Sue Davis
The Influence of Room Design on Small Group
Communication.

Pub Date 76 ote-104p.; Ph.D. Dissertation, University of Utah

Utah
Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
17-8450, MF \$7.50, Xerography \$15.00)
Document Not Available from EDRS.
Descriptors—*Classroom Design, *Discussion
Groups, Doctoral Theses, Furniture Arrangement, *Group Dynamics, *Interior Design,
Physical Environment, *Speech Communica-

Identifiers—*Communication Research
This study assessed the effect of room design on small-group communication patterns. Twenty-seven groups of three subjects each were assigned to nine types of rooms that differed with respect to shape, interior decoration, and other environ-mental elements. Subjects discussed a standard group-discussion topic. Data indicated that room sign had no effect on communication behavior. (Author/GW)

ED 146 654

CS 501 896

Pearson, Frain Garfield Language Facility and Aging. Pub Date 76

Note-90p.; Ph.D. Dissertation, University of

Note—90p.; Fin. D. Oregon

Oregon

Available from—University Microfilms, P.O. Box
1764, Ann Arbor, Michigan 48106 (Order No.
77-4752, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational
Background, Gerontology, *Language Fluency,
*Language Skills, *Older Adults, *Senior

Differences

This study was designed to provide answers to three questions: Does language facility decrease as a person ages? What effect does educational as a person ages? What effect does concentional level have on language facility as people age? and, Does language facility vary significantly between the sexes as age increases? Subjects for the study were 59 females and 30 males between the study were 39 termaies and 30 manes between the ages of 60 and 90 years. The measurement instrument used was the Language Facility Test, devised by John T. Dailey, Analysis of the results of testing indicated that language facility does or testing indicated that language facility does decrease as a subject's age increases, that sub-jects' educational levels did not significantly af-fect their scores on the language facility test, and that scores did not vary significantly between the sexes, except among subjects 81-years-old and older (at which age females scored higher than males). (Author/GW)

ED 146 655

CS 501 897

Parks, Malcolm R. Issues in the Explication of Communication Com-

Pub Date Nov 77

Note—32p.; Paper presented at the Annual Meet-ing of the Western Speech Communication As-sociation (Phoenix, Arizona, November 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Pos Descriptors—*Communication Problems, *Communication Skills, *Information Theory, Interaction Process Analysis, *Models, Personal Values, *Self Actualization, Self Control, Social Exchange Theory, Speech Communication

The central and most common element in existing conceptualizations of communication competency is the concept of control, which suggests petency is the concept of control, which suggests that competency is a function of the communicator's ability to exert influence over physical and social surroundings. This paper identifies six phases of the control process; goal specification, information acquisition, prediction making, strategy selection, strategy implementation, and environmental testing. A number of subphases within these general phases are also hypothesized. The paper contrasts this model of competency accurate the release of the paper contrasts this model of competency arguing that several other views of competency, arguing that substantial ambiguity in explanations of commu-nication competency arises from a tendency to supplement the control orientation with various components of value orientations, such as supportiveness, identity maintenance, empathy and per-spective-taking, and self-disclosure. Needs for further research are noted, and a list of references is attached. (Author/RL)

ED 146 656

CS 501 898

Mead, Nancy A.

Issues Related to a National Assessment of Speaking and Listening Skills. Pub Date Dec 77

Note-25p.; Paper presented at the Annual Meet-

Note—25p.; Paper presented at the Annual Meeting of the Speech Communication Association (63rd, Washington, D.C., December 1-4, 1977) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—*Listening Skills, *Measurement Goals, *Measurement Instruments, *National Competency Tests, Speech Communication, *Speech Skills, *Test Bias, Testing Problems Issues related to a national assessment of speaking and listening skills include the specifica-tion of the domain of communication competencies, the selection of measurement strategies, and the elimination of racial and ethnic bias. A project committee proposed that the domain of na-tional assessment spans three dimensions: functional assessment spans three dimensions: function (informing, controlling, sharing feelings, ritualizing, and imagining), perspective (speaking/expressing, listening/recognizing), and context (formal group). The committee also developed strategies for the indirect measurement of speaking skills, the direct measurement of listening skills. A number of effective techniques for identifying items with minority bias were implemented, and more work in this area was recommended. (RL)

ED 146 657

CS 501 900

In General Terms, How Well Does Children's Dramaturgy Reflect the Values Deemed Impor-tant by Society?

Pub Date Aug 77
Note—14p.; Paper presented at the Annual Meeting of the American Theatre Association (Chicago, Illinois, August 14-17, 1977)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Childhood Attitudes, *Children, Childrens Literature, Cultural Awareness, *Drama, Ethical Instruction, Moral Development, *Social Arts, *Values *Social Values, Television, *Theater

efore considering the portrayal of values in children's dramaturgy, this paper discusses defini-tions of values, examines the way in which chil-dren learn values and the confusion about values that contemporary children may feel, and reviews books that deal with the role of children's literature in values education. It then identifies five categories of values--group relationships, patterns of family life, cultural contrast, positive selfimage, and ethical character--that may be used in analyzing the values content of children's plays, and it discusses numerous children's plays with regard to the values they portray. The paper con-cludes by noting that, although children have many opportunities to view entertaining drama on television and in films and children's plays, there are grounds for concern about the quality of much of what they are viewing, and there is a need for children's plays that feature entertaining but meaningful plots carrying values without didacticism. (GW)

Fuller, Rex M. Goodyear, F. H. Career Oriented Programs in Speech Communica-

Pub Date Oct 77

Note—14p.; Paper presented at the Annual Meet-ing of the Virginia Speech Communication As-sociation (Lynchburg, Virginia, October 14-16,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—"Business Communication, "Career
Education, "Career Planning, "Community Services, Curriculum Guides, Higher Education,
"Professional Education, Program Descriptions,
"Speech Communication." *Speech Communication

This paper outlines the structures of four career-oriented programs in speech communication at James Madison University, Harrisonburg, Virginia. These programs were developed to serve the student (by addressing career needs and ambitions), the advisor (by helping students to select careers), and faculty member (by relating specific courses to the general curriculum and by elminating overlap and duplication). Curricula are designed for careers in community service, business communication, general communication studies, and professional speech-communication education. Program curriculum guides, with lists of the careers to which they apply, are included.

ED 146 659 CS 501 903

Bogusch, George E. Theatre Research in the Interdisciplinary Humanities Program.

Pub Date Aug 77 Note—13p.; Paper presented at the Annual Meet-ing of the American Theatre Association (Chicago, Illinois, August 14-17, 1977) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Education, Descriptors—*Drama, Higher
*Humanism, *Humanistic *Humanism, *Humanistic Education,
*Interdisciplinary Approach, Research,
*Research Needs, *Theater Arts
This paper lists and discusses general research topics that have humanistic implications under

Aristotle's six elements of drama, showing how the theatre arts use research from all disciplines and relate to all aspects of human endeavor. Specific research topics are also discussed, as are areas needing immediate exploration, such as aesthetic standards in all forms of theatre, emerging dramatic form, production criticism, and a dience make-up, response, motivation, taste, and aesthetic appreciation. (RL)

CS 501 905

Bacon, Wallace A.
An Umbrella for Three: The Unity of SCA.
Pub Date Nov 77

Note—13p.; Paper presented at the Annual Meet-ing of the Western Speech Communication Association (Phoenix, Arizona, November 20-23, 1977) EDRS Price MF-\$0.83 HC-\$1.67 Plus Pos

*Group Descriptors—*Group Membership, *Group Unity, Interaction, Interdisciplinary Approach, *National Organizations, *Organizational Effectiveness, *Speech Communication Association Identifiers—*Speech Communication Association

This paper discusses the unity of the Speech Communication Association (SCA). To keep the SCA from fragmenting further into isolated factions, the paper urges SCA members to maintain an awareness of their common goals within the broad context of the term "communication, interact with one another in the research and study of not only communications methods but also communications materials, and to view the SCA as a common forum rather than as a protective umbrella. (RL)

EA

95 EA 009 345 ED 146 661

Phay, Robert E.

The Law of Procedure in Student Suspen Expulsions. NOLPE Monograph ERIC/CEM State-of-the-Knowledge Number Thirty-four.

National Organization on Legal Problems of Education, Topeka, Kans.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Manage-

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 77 Contract-OEC-0-8-080353-3514

Note-64p.; For a related document, see ED 125 043; Not available in paper copy due to small print size of much of the document

Available from-National Organization on Legal Problems of Education, 5401 Southwest 7th Avenue, Topeka, Kansas 66606 (\$4.95 pre-paid; extra charge added for billing) EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

escriptors—Court Litigation, Discipline Policy,
*Due Process, Elementary Secondary Education, *Expulsion, Hearings, Post Secondary
Education, *School Law, School Policy,
*Search and Seizure, State Legislation, State of
the Art Reviews, *Student Rights, Student
School Relationship, *Suspension
This state-of-the-knowledge paper, a comanion to the author's 1975 monograph on a
imilar tonic, examines the legal ramifications of criptors-Court Litigation, Discipline Policy,

similar topic, examines the legal ramifications of student suspension, expulsion, and search and seizure of students' property. The author reviews relevant court litigation and state laws pertaining to specific rules on student conduct, procedures to follow in suspension and expu cases (including the hearing, the student's right to counsel, inspection of evidence, impartiality of the hearing, witnesses, self-incrimination, mass hearings, hearing transcripts, appeal, and auto-matic review), and multiple and short-term suspensions, as well as the law relating to search and seizure. He concludes that although many may consider procedural due process require-ments to constitute serious interference with internal school discipline, constitutional standards require only that students be treated fairly and granted the type of due process that school ad-ministrators would demand for themselves. (Author/DS)

ED 146 662 95 Coursen, David

EA 009 684

Justen, David

Layground Facilities and Equipment. ACSA
School Management Digest, Series 1, Number 7.

ERIC/CEM Research Analysis Series, Number

Association of California School Administrators.: Association of California School Administrators.;
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 77

Contract—OEC-0-8-080353-3514

Contract—OEC-0-8-080353-3514

Note—33p.

Available from—Association of California School
Administrators, P.O. Box 39186, Rincon
Annex, San Francisco, California 94139 (\$1.75
for ACSA members; \$2.75 non-members)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Annotated Bibliographies, *Design
Needs, Elementary Education, *Equipment
Standards, Facility Planning, Facility Requirements, Handicapped Children, Learning Theories, *Literature Reviews, Play, *Playgrounds,
Safety

Safety
Modern educators and playground designers
are increasingly recognizing that play is a part,
perhaps the decisive part, of the entire learning
process. Theories of playground equipment
design, planning the playground, financial considerations, and equipment suggestions are featured in this review. Examples of playgrounds include importative multipurpose cilid reviews and clude innovative multipurpose pilot projects and "adventure playgrounds." A brief section discusses playgrounds for handicapped children. Forty-four documents and journal articles, cited in the ERIC system and listed in the bibliography, were consulted for this review. (Author/MLF)

ED 146 663

95 EA 009 707

Mazzarella, Jo Ann Implementing Title IX. ACSA School Management Digest, Series 1, Number 8. ERIC/CEM Research Analysis Series, Number 35.

Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management. pons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract-OEC-0-8-080353-3514

Available from—Association of California School Administrators, P.O. Box 39186, Rincon Annex, San Francisco, California 94139 (\$1.75 for ACSA members; \$2.75, non-members) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—Affrmative Action, Athletic Programs, Counseling, Elementary Secondary Education, Employment Practices, *Equal Education, *Equal Opportunities (Jobs), *Federal Legislation, Nondiscriminatory Education, *Physical Education, School Districts, *Sex Discrimination, *Vocational Education Identifiers—*Education Amendments 1972 Title IX

Title IX of the Education Amendments of 1972 and the HEW implementing regulations cover two major areas: sex discrimination in school two major areas: sex discrimination in school courses, athletics, extracurricular activities, employment, and counseling, and sex descrimination in hiring, promotions, and benefits for school personnel. The author of this review examines the progress (and lack thereof) made by schools attempting to comply with Title IX requirements in physical education and athletic programs, employment, counseling and vocational education, and treatment of students. Combining information from the literature with material gleaned from personal interviews, the author focuses on from personal interviews, the author focuses on the successful efforts of some school districts to fulfill both the letter and the spirit of Title IX.

The author notes that staff, parents, and students need to be involved in implementing Title IX. A decentralized approach involving vigorous, dedicated committees, has been used by most probable that have record the forthers toward. schools that have moved the farthest toward eradicating sex discrimination, she notes. (Author/DS)

LIMPROVING School Climate. The Best of ERIC, Number 32.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Dec 77
Contract—OEC-0-8-080353-3514

Available from—ERIC Clearinghouse on Educa-tional Management, University of Oregon, Eu-gene, Oregon 97403 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

escriptors—Administrative Personnel,
*Annotated Bibliographies, *Educational Environment, Elementary Secondary Education,
Leadership, Morale, *Organizational Climate,
Organizational Development, Participation,
*Principals, *School Administration, School
Environment, School Personnel

This bibliography contains annotations of 12 arrnal articles and documents, all indexed in the RIC system. The entries deal with various aspects of school climate and generally emphasize climate improvement. Annotated materials cover such topics as school climate and principal such topics as school climate and principal behavior, school climate and educational change, organizational development, leader-statt relations, and leadership. Two sources are case studies of climate changes in specific schools. (DS) mizational development, leader-staff relation

Olivero, James L

EA 010 033

Working with Advisory Committees . . . Promising Practices. Operations Notebook 16.

Association of California School Administrators. Pub Date Apr 77

Note—38p. Available from—Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010 (\$2.00 for ACSA members; \$4.00 non-members)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—*Administrator Role, *Citizen Paration, *Citizens Councils, Communication Skills, *Decision Making, Elementary Secondary Education, Guidelines, School Administraon, *School Community Relationship, Simula-

This publication is intended to aid school-level educational administrators in working with citizen advisory committees. After a brief discussion of the rationale for advisory committees, it focuses in turn on 1) functions of advisory committees, 2) ways to determine philosophical positions of 2) ways to determine philosophical positions of agreement and disagreement among advisory committee participants, 3) ways to get people in-volved in advisory committees, 4) suggestions for developing a decision making model for advisory committees, 5) analyses of process skills needed to help advisory committees function effectively, 6) procedures for communicating advisory com-mittee decisions, and 7) analyses of constraints on the effectiveness of advisory committees. The amounting to resents an exercise that simulates the appendix presents an exercise that simulates the role of the citizen advisory committee in school budget formation. (JG)

EA 010 036

Alexander, Karl L. And Others
Curriculum Tracking and Educational Stratification: Some Further Evidence. Report No. 237.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools. Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Pub Date Oct 77

Contract-NE-C-00-3-0114

Note-48p.; Some tables may not reproduce clearly due to small print

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Academic Achievement, High School Curriculum, *High School Students, *Longitudinal Studies, Models, Secondary Edu-cation, *Socioeconomic Background, *Statistical Analysis, *Student Placement, Tables (Data)

This study analyzes the differential antecedents and consequences of high school curriculum placement, using longitudinal survey data from a subsample of a national sample of students who were contacted in the 9th, 11th, and 12th grades. The study focuses in particular on three general questions: 1) What are the mechanisms by which questions: 1) what are the mechanisms by which socioeconomic background affects curriculum placement? 2) When preenrollment controls are included, what effect does curriculum placement have on high school achievements (absolute and relative), goals, and behaviors? 3) How severely binsed are estimates of curriculum for the second curriculum. biased are estimates of curriculum effects when preenrollment motivations and achievements are not controlled? Analysis of the data show that students' socioeconomic characteristics influence high school curriculum placement almost totally through their effects on achievement, goals, and encouragement during junior high school. Also, curriculum placement has important effects on advantional extremes in the important effects on educational outcomes in the junior and senior years, even when preenrollment variables are controlled. (Author/JG)

EA 010 055 ED 146 667 Grade Reduction, Academic Dismissal and the Courts A Legal Memorandum. National Association of Secondary School Prin-

Pub Date Oct 77

Pub Date Oct //
Note—7p.

Available from—National Association of Secondary School Principals, 1904 Association Drive,
Reston, Virginia 22091 (\$0.50; quantity
discounts; payment must accompany orders of
\$10 or less)

\$10 or less)
EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.
Descriptors—"Academic Failure, Academic Standards, "Court Litigation, "Due Process, Elementary Secondary Education, "Expulsion,
Higher Education, Medical Schools, Professional Education, "School Law, "Student
Bishte

This publication reviews court decisions examines legal principles relevant to the dism of students for failure to meet academic s dards. Much of the discussion involves the dismis-sal of students from medical schools and other professional schools, since that has been the source for much of the relevant court litigation. source for much of the relevant court litigation. The discussion begins with a brief historical review of court decisions involving academic dismissal and then examines more recent decisions, with particular emphasis on academic penalties or dismissal for unexcused absences and on procedural due process requirements in academic dismissal cases. The final section attempts to summarize the legal principles governing academic dismissal of students in order to provide general guidelines for school officials. (JG) (JG)

ED 146 668

EA 010 067

Berman, Paul

Congressional Testimony on Educational Innovations. Testimony to the Subcommittee on Edumentary, Secondary and Vocational Education

Committee on Education and Labor. U.S. House
of Representatives. Rand Paper Series No.

Rand Corp., Santa Monica, Calif. Report No—Rand-P-5983 Pub Date Aug 77

Note—24p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-50.83 HC-51.67 Prins Possage.
Descriptors—Change Agents, *Change Strategies, *Educational Change, *Educational Innovation, Educational Legislation, *Educational Policy, Elementary Secondary Education, Federal Programs, Program Development, Program Evaluation, gram Developm *School Districts *Elementary Secondary Education Identifiers-

Act Title IV C

Act little IV C
This testimony summarizes the results of the Rand Corporation's change agent study of educational innovations funded by federal programs. The second section consists of policy recommendations for ESEA Title IV Consolidated Programs Part C The testing little in the second Part C The testing little in the second Part C T dations for ESEA Title IV Consolidated Programs, Part C. The study aimed to help improve federal policies by describing how the process of innovation and educational change works in its local setting and by trying to discern what factors affect the innovative process and its outcomes. After investigating federal program implementation in school districts, the researchers concluded that while federal change agent policies had a major effect in stimulating local districts to undertake projects consistent with federal guidelines, the adopting of these projects did not ensure successful implementation climate or long-run continuation. Local forces (organizational climate and leadership, district management, district run continuation. Local forces (organizational cimate and leadership, district management, district politics) intruded to alter proposed innovations and in many cases to curtail their continuation beyond the expiration of federal funds. The researchers recommend changes in the administration of Title IV funds to take into account local factors. (Author/DS)

ED 146 660 EA 010 071

ED 140 609

Carss, Brian W. And Others

Establishing Priorities for In Service Programs
Through Participatory Decision-Making Using
an Interpretive Structural Modelling Approach.
Pub Date Aug 77

Note—24p.; Paper presented at the National
Conference of the Australian Council for Educational Administration (4th, Brisbane, Old.,
Australia, August 21-26, 1977); Best copy
available.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—College School Cooperation, Decision Making, Educational Policy, Elementary Education, *Inservice Teacher Education, *Participant Involvement, *Policy Formation, Program Descriptions, Program Development, *Teacher Participation Identifiers—*Australia

This paper describes a joint venture between the Queensland Primary Education Division and the Department of Education at the University of Queensland that has attempted to improve teacher inservice education through the use of participative decision-making processes. First stage of the program involved the collection of data from a representative sample of Primary Education Division personnel and analysis of those data to produce 64 working statements that summarized respondents' statements on inservice education. Those working statements were then grouped into four categories and the statements in each category were ranked into hierarchies by ten working groups of Primary Education Divi-sion personnel. The resulting hierarchies were then used as one basis for the formulation of policy guidelines on inservice education for the Primary Education Division. Following adoption of these guidelines by the Director of Primary Edu-cation, the planning and implementation of inser-vice education strategies for the division was

ED 146 670

EA 010 072

Educational Administration and the Professional Development of Teachers.

Pub Date Aug 77

Note—9p.; Paper presented at the National Con-ference of the Australian Council for Educational Administration (4th, Brisbane, Old., Australia, August 21-26, 1977)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

*Descriptors—*Change Strategies,
*Decentralization, *Educational Administration, Educational Change, Elementary Secondary Education, *Models, *Organizational
Change, School Systems, Staff Improvement
Identifiers—*Australia

Beeby's description of the four modes of opera-tion of school systems is couched mainly in terms of teachers' conduct in the classroom. In translating this into administrative terms, only two levels e of prime importance, formalism and meaning. Formalism implies preoccupation with main-tenance of existing procedures and policies, while tenance of existing procedures and poincies, while meaning implies concentration on planning for improvement and ensuring that the goals of the system and their applications to school are un-derstood. It is a fair generalization to say that Australian educational systems are in a transi-Australian educational systems are in a transitional stage. They display many of the characteristics of the "meaning" stage, but often as an uneasy compromise with the past. Of the various aspects of the trend toward diffusion of authority through the educational system, the following measures are especially critical: 1) the establish ment of school councils, 2) increased school responsibility for curriculum development, 3) increased school responsibility for increased school responsibility for increased school responsibility for increased school creased school responsibility for inservice educa-tion, and 4) increased school control over staff development. (Author/JG)

ED 146 671

EA 010 074

Mellor, Warren L. School Reviews and the Process of Self-Evaluation in Victorian Secondary Schools.

Pub Date Aug 77
Note—19p.; Paper presented at the National
Conference of the Australian Council for Edu-

cational Administration (4th, Brisbane, Qld., Australia, August 21-26, 1977) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—Administrator Role, Change Strate-gies, Educational Accountability, Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, *Models, *Organizational Development Principals Secondary Education Development, Principals, Secondary Education, *Self Evaluation, *Staff Improvement Identifiers—*Australia

An essential part of the school review process is self evaluation, which is fundamental to individual and organizational health and growth. Self evaluation is "coming clean" with ourselves-looking critically at what we are trying to do, how we are doing it, and to what extent it is being done. Self evaluation is important both as an exercise in professional growth for schools and

individuals, but as an exercise in professional and public accountability. The decision to engage in self evaluation cannot be imposed. The principal must create the climate where his staff can see such activities as beneficial and professionally rewarding. Self evaluation shares the main elements of any evaluation program, including 1) identifying needs and objectives, 2) specifying achieveing needs and objectives, 2) specifying achieve-ments criteria and performance standards, 3) measuring results against the predetermined criteria, 4) feeding back results to the partici-pants, and 5) reappraising needs and objectives. Figures I-II summarize the self-evaluation process and present extracts from the evaluation criteria used by secondary schools in Victoria, Australia. (Author/IG)

ED 146 672

EA 010 075

Fisher, C. D.

"Professional Development." Some Reflections by the Headmaster of an Independent School.

Pub Date Aug 77 Note—15p.; Paper presented at the National Conference of the Australian Council for Educational Administration (4th, Brisbane, Qld., Australia, August 21-26, 1977) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Organization, Centralization, *Decentralization, *Educational Administration, Elementary Secondary Education, *Student Teacher Relationship, *Teacher Education, *Teacher Role

Identifiers-*Australia

This paper discusses the present training of Australian educators and the administrative organization of Australian public education and argues that the current system stresses the technical aspects of education while undervaluing the importance of personal relationships and communi-cation skills for teachers. The author emphasizes the importance of teaching prospective educators what teaching is really about in the context of personal relationships and responsibilities; he compares the present approach to training doctors without introducing the concept of patient care or bedside manner. However, even if the aration of teachers was changed to stress the establishment of student-teacher relationships as a precondition for effective learning, he suggests, present centralized administrative structure of the Australian public schools is not conducive to the establishment and maintenance of such relationships. He concludes that unless real change occurs in the administrative structure, even the best-intentioned schools will be prevented from achieving optimum effectiveness. (JG)

ED 146 673 95 EA 010 076

Nyitray, Margot And Others
Using Achievement Test Scores to Allocate Title I
Funds. A Report.
National Inst. of Education (DHEW), Washing-

Pub Date 30 Sep 77

Note—92p.; Appendix A may not reproduce; For related documents, see EA 010 014-015 EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Discriptors—Academic Achievement,

*Achievement Tests, Compensatory Education,

*Compensatory Education Programs, *Criteria,
Elementary Secondary Education, *Federal
Aid, Federal Programs, Federal State Relationship, *Resource Allocations, State School District Relationship, Tables (Data)
Identifiers—*Elementary Secondary Education

Identifiers-*Elementary Secondary Education

Act Title I
This is one of six related reports that describe the effects of the current Title I funds allocation formula and examine several alternatives. This particular study focuses in three ways on the implications of using achievement test scores to al-locate Title I funds to states and school districts. First, it identifies testing issues to be resolved before achievement data can be used to allocate funds; second, it discusses the procedures and costs associated with obtaining student achieve-ment data to allocate funds to states and school districts; and third, it analyzes likely changes in funding patterns. Based on a review of existing data from national and state testing programs, the report concludes that there is now no adequate source of achievement data to allocate Title I funds among the states or within states to school districts; however, a national testing program to provide such data could be developed. It is estimated that a national testing system to produce state-level estil ates of low achievers would cost about \$7.2 million over 3 years, while a national

testing system to allocate funds directly to each school district would cost at least \$53 million over three years. The report concludes that a change from poverty to achievement eligibility criteria is likely to significantly affect Title I fund-ing for many states, but would not affect the relative amount received by each of the four census regions. (Author/JG)

ED 146 674

Kendell, Richard Byrne, David R.

Thinking About the Greenfield-Griffiths Debate.

University Council for Educational Administration, Columbus, Ohio.

Pub Date Oct 77

Note—12p.

Journal Cit—UCEA Review; v19 n1 pp6-16 Oct

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—*Educational Administration, Educational Research, Elementary Secondary Education, Literature Reviews, *Models, *Organizational Theories, Post Secondary Education, Literature Reviews, *Models, *Organizational Theories, Post Secondary Education, Literature Reviews, *Models, *Organizational Theories, Post Secondary Education, Post Secondary Edu

on, Theories

The continuing debate between Daniel Griffiths and T. Barr Greenfield over the respective merits of the "theory-based movement" or "positivist" view of educational administration and the view of educational administration and the "phenomenological" view that organizational theories should properly consist of "multifaceted images of organizations" has become more a political debate than an academic one. The Greenfield-Griffiths debate is an example of rigid polarizing that obscures efforts to know or un-derstand. This particular debate between positivists and phenomenologists illustrates a general condition in the field of educational administration—the political challenge to the "disciplined elite's" definition of what constitutes nate work in the field. A parallel example is legitimate work in the constraint of the dispute between advocates of the theory-based movement and those who support field-based research and development efforts. There is a definite need for a more relativist attitude toward knowledge, theory, science, and research. The field of educational administration must foster and sanction modes of inquiry that exceed the limitations of positivism. (Author/JG)

ED 146 675

Proceedings of the First World Congress of Comparative Education Societies on the Role and Rationale for Educational Aid to Developing Countries during International Educational Year (Ottawa, Canada, August, 1970).

World Council of Comparative Education Societies, Geneva (Switzerland).

Pub Date Aug 70

Notes—1366.

Note—136p.

Available from—Mrs. Anne Hamori, Secretary
General, World Council for Comparative Education, Palais Wilson, 52, rue des Paquis, 1211 Geneva 14, Switzerland (\$3.00) EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.
Descriptors—Comparative

*Conference Reports, *Developing Nations, *Educational Finance, Elementary Secondary Education, International Education, International Educational Exchange, *International Relations, Post Secondary Education, Teacher

This publication contains the text of 28 papers that were presented at the First World Congress of Comparative Education Societies, which was held in Ottawa, Canada in August 1970. The focus of the Congress and of the papers was on two main topics: the place of comparative and in-ternational education in the education of ternational education in the education of teachers, and the role and rationale for educational aid to developing countries. A brief introductory section discusses the purposes of the Congress, the major questions examined by the Congress, and future plans of the Congress. An endix lists all the registrants for the Congress.

ED 146 676

EA 010 079

Zegeer, Charles V.

The Effectiveness of School Signs with Flashing
Beacons in Reducing Vehicle Speeds. Research
Report No. 429.

Kentucky State Dept. of Transportation, Lexing-

ton. Bureau of Highways.

Note-38p.; Occasional tables and photos may not reproduce clearly
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Accident Prevention, Elementary Secondary Education, Program Evaluation, Safety Equipment, School Safety, *Traffic Safety, *Traffic Signs Identifiers—*Kentucky

Identitiers—"Kentucky

A detailed study of warning signs with flashers
in school zones was conducted by the Kentucky
Department of Transportation to determine the
signs' effectiveness in reducing the speeds of
vehicles during times of pedestrian activity. Field
investigations were conducted at all of the 120 investigations were conducted at all of the 120 flasher locations in Kentucky Highway Districts 6, 7, and 9. About 14 percent of the flashers were inoperative, and such problems as nonuniform signing, hidden flashers, deteriorating signs and pavement markings, and poor sight distances were also found. Speed studies were conducted at 48 locations. Average speed reductions were found to be only 3.6 mph during flashing periods. Signs and flashers at high-speed (55 mph) locations increased the potential for intervehicle accidents due to decreased speed uniformity. Crossing guards caused reductions in vehicle speeds to within the 25 mph limit. Speed enforcement, minimal periods of flashing, good sight distance, and proper maintenance of signs and flashers were shown to improve their effectiveness in reducing speeds. (Author/JG) ness in reducing speeds. (Author/JG)

ED 146 677

EA 010 080

Dersh, Rhoda E. The School Budget Is Your Business: A Handbook for Citizens.

Spons Agency—American Association of Univ. Women Educational Foundation, Washington,

Pub Date 76

Note—272p.; Not available in paper copy due to color of paper of original document Available from—Public School Budget Study Project, 1500 Alsace Road, Reading, Pennsylvania 19604 (\$7.95)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.

Descriptors—*Budgeting, *Budgets, *Citizen Participation, Educational Finance, Elementary Secondary Education, *Guides, School Community Relationship, *School Districts

Identifiers—Public School Budget Study Project

This publication is an introductory guide in-

tended to aid and encourage citizen participation in the budgeting process of local school districts. It is based on research involving 47 state departments of education, 234 school districts, and 120 citizen groups throughout the United States. The author acknowledges the wide variation in local school district budgeting practices, examines some of those variations, and illustrates a number of promising approaches. Budget analysis is ex-plained in lay terms to enable parents and tax-payers to understand their district's budget through the use of a series of worksheets. The guide is organized in six main sections that focus in turn on 1) the rationale for citizen participation in the budget process, 2) analyzing the budget document, 3) understanding the budget process, 4) reviewing the budget process, 5) developing strategies for citizen involvement in the budget process, and 6) preparing a local com-munity guide to the school budget process. Also included are references and sources for further information on school district budgeting and citizen involvement. (JG)

ED 146 678

EA 010 082

Smith, Kevin R.

Professional Development of the School Principal.

Pub Date Aug 77

Note—12p.; Paper presented at the National

Conference of the Australian Council for Educational Administration (4th, Brisbane, Qld., Australia, August 21-26, 1977) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

*Descriptors—Administrative Personnel, Administrator Education, Educational Administration, Principals, Professional Associations, *Professional Training, Staff Improve-

Identifiers - * Australia

At least five topics are relevant to the profes-sional development of school principals in Aus-tralia. First, the Deputy Principalship might well be considered an internship for guided experience in the skills of administration and in the art of leadership. Second, although programs of study in administration vary from institution to institution, a typical one involves scholarly pursuit of knowledge and also emphasizes the value of experience in enhancing the relationship between theory and practice. Third, regional associations of the Australian Council for Educational Administration provide opportunities for professional development, especially in relation to matters of professional knowledge and the professional culture. Fourth, an aspiring school principal can develop his knowledge and skill through travel research and by purguing such specialized. travel, research, and by pursuing such specialized secondments as curriculum adviser, professional assistant in a regional office, or member of a research and development group. Fifth, professional development is influenced by such "career development resources" as personal commitment, persistence, visibility, time availability, knowledge, reputation for expertise, and articulateness. (Author/JG)

ED 146 679

EA 010 083

Hultin, Mats Jallade, Jean-Pierre
Costing and Financing Education in LDCS: Current Issues. World Bank Staff Working Paper No. 216.

International Bank for Reconstruction and Development, Washington, D.C.
Pub Date May 75
Note—29p.; Some pages may be marginally legi-

ble due to light print EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Developing Nations, *Economic Development, *Educational Economics, Educational Finance, *Educational Policy, Elementa-ry Secondary Education, Finance Reform, *Financial Policy, Investment, Post Secondary Education

This paper reviews two different issues of cur-Into paper reviews two different issues of current concern to educational planners and policy makers involved in the costing and financing of education. Part 1, by Mats Hultin, highlights the financial impossibility of continuing upward trends in educational costs. It does so by presenting the theoretical case of a country affected by the problems of rapidly rising enrollments and unit costs, an increasing share of public expendi-ture claimed by education, and the government's inability to devise an alternative strategy accepta-ble to all segments of the propulsion. The data ble to all segments of the population. The data base corresponds to typical situations among developing nations. Part 2, by Jean-Pierre Jallade, digs into the issue of education and income distribution. It argues that, contrary to the views held by many social reformers, there is little chance that education per se is an adequate policy tool to achieve a more equitable distribution of income. The point is made that education may of income. The point is made that education may be conducive toward greater equity only if policies concerning the pricing, financing, and taxing of education are actually geared towards this goal. The conclusion of the paper stresses the importance of educational finance policies in a development strategy aiming at using education to promote equity. (Author)

ED 146 680

EA 010 084

Zymelman, Manuel Patterns of Educ Patterns of Educational Expenditures. World Bank Staff Working Paper No. 246. International Bank for Reconstruction and

Development, Washington, D.C. Pub Date Nov 76

Note—143p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Demography, *Developing Nations, *Educational Economics, *Educational Finance, Elementary Secondary Education, Englishment Page *Expanditures* Post Secondary rollment Rate, *Expenditures, Post Secondary Education, Statistical Analysis, *Tables (Data),

This paper presents data on educational expenditures of lesser developed countries (LDCs) and member countries of the Organisation for Economic Cooperation and Development (OECD) and compares patterns of expenditures by levels of education. Expenditures for each level of education are also analyzed in terms of level of education are also analyzed in terms of unit costs, enrollment rates, and the proportion of school-age population in the total population. Statistical analysis of the data shows no significant relationship between the portion of Gross National Product (GNP) a nation dedicates to education and GNP per capita. Also, the way countries allocate the educational budget among levels of education bears no relationship to GNP per capita. However, countries within the GNP per capita. However, countries within the same geographic region do present similar patterns of educational financial variables. Comparison of

educational expenditures for LDCs and OECD countries reveals that the low elementary school enrollment rates in LDCs can be attributed to large primary school-age populations, rather than to low total primary school expenditures or high unit costs. However, the low enrollment rates in secondary and higher education in LDCs are mainly the result of exceedingly high unit costs in relation to GNP per capita. (Author)

ED 146 681 EA 010 085

Elementary-Secondary Education-Financial Statistics, 1974-75. Catalogue 81-250 Annual. Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.

Pub Date Oct 77

Note-127p.; For a related document, see ED 137 912 Statistics Canada, Education Science and Culture Division, Finance Unit, R.H. Coats Bldg. 16-G, Ottawa, Ontario, Canada K1A 0T6 (\$2.10); Some parts of this document may reproduce marginally due to small type EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Educational Finance, Elementary Secondary Education, "Expenditures, "Graphs, National Surveys, Private Schools, Public Schools, "School Statistics, "Tables (Data) Identifiers—"Canada

This report consists mainly of data tables and graphs that present a variety of financial statistics on Canadian elementary-secondary education, up through and including 1975. The report is divided into five sections. The first three sections deal separately with consolidated elementary-secondary education revenues and expenditures, school board financial statistics, and private elementary-secondary school financial data; each section contains graphs, commentary, and statistical ta-bles. The final two sections outline the methodology and definitions on which the report is based. (Author/JG)

ED 146 682 95 EA 010 086

Aoki, Sophie Ann
Out of the Cage, Women Emerging.
Hawaii State Commission on the Status of
Women, Honolulu.; Hawaii Univ., Honolulu.
Coll. of Education. General Assistance Center Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 76

Grant-C391-75-0006

Note—52p.; Photos may not reproduce clearly EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage. Descriptors—Affirmative Action, Case Studies, *Civil Liberties, Court Litigation, Employment

Problems, Equal Opportunities (Jobs),
*Feminism, *History, Political Power, *Sex
Discrimination, State Legislation, Strikes,
Unions, Wages, Working Women
Identifiers—*Hawaii

A history of the status of women in Hawaii, particularly, and the United States, in general, is documented in this publication. Two case studies of women encountering employment discrimination in Hawaii because of their sex and their action to obtain equal employment conditions are summarized. Present employment conditions are summarized. Present employment conditions in Hawaii are followed by a section on women of old Hawaii. The history of the women's move-ment in the United States is discussed in terms of individual rights, religion, education, and employment. The final sections discuss combating sex discrimination by the political activities of voting, party participation, holding office, and uniting diverse groups in supporting the ratification of the Equal Rights Amendment. (MLF)

ED 146 683 95 EA Young, Nancy Foon, Ed. Parrish, Judy Robinson, Ed. EA 010 087

Hawaii State Commission on the Status of Women, Honolulu.; Hawaii Univ., Honolulu. Coll. of Education. General Assistance Center for the Pacific.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 76
Grant—C391-75-0006
Note—45p.; Not available in paper copy due to color of paper of original document
EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

escriptors—Athletic Programs, Change Strate-gies, Curriculum Guides, *Discussion

(Teaching Technique), Elementary Secondary Education, Equal Opportunities (Jobs), *Feminism, Life Style, Occupational Choice, Role Perception, *Sex Discrimination, *Sex Role, *Sex Stereotypes, Social Attitudes, Sociocultural Patterns, Textbook Bias, Working

Identifiers-Hawaii

A guide to help students understand the nanges in traditional male and female roles occurring in society summarizes traditional behavior patterns and current changes, followed by an ex-ample of a student discussion and a class exerample of a student discussion and a class exer-cise. Topics include (1) who pays on a date, (2) names used to identify people, (3) women serving in the military, (4) identification of sex role stereotypes, (5) sex role stereotyping in text-books, (6) women and sports, and (7) employ-ment goals. A chapter focusing on the various rites of passage into manhood in the American society discusses the socialization of the Amer-ican male and the alternatives to the problem of society discusses the socialization of the American male and the alternatives to the problem of masculinity rites. The final chapter discusses the traditional women's role in dating, compares courses males and females take in school, reasons for marriage, and women's work and men's work in both the home environment and in the workplace. (Author/MLF)

EA 010 088 NAIS Member School Tultion Fees, Faculty Sala-ries, and Administrative Salaries, 1977-78. National Association of Independent Schools, Boston, Mass.

Pub Date Sep 77

Note-17p.; For a related document, see ED 141

Available from-National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 (\$1.50 for NAIS members, \$2.50 for nonmembers)
EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors-*Administrative Personnel, Elementary Secondary Education, National Surveys, *Private Schools, *Salaries, Statistical Data, *Tables (Data), *Teacher Salaries, *Tuition

Identifiers—Canada, United States
This booklet presents 1977-78 statistics on tuition fees, faculty salaries, and administrative salaries for American and Canadian private schools that belong to the National Association of Independent Schools, based on data from question-naires completed by 728 schools. The tuition fees section presents data on tuition ranges and medi-ans for boys', girls', and coeducational schools, repectively, in seven different regions of the United States and in Canada. The faculty salaries section reports the salary ranges and medians for beginning teachers in different types of schools and for experienced teachers in different geographic regions and different types of schools. The administrative salaries section reports salary ranges and medians for 14 different administra-tive positions in boys', girls', and coeducational schools, respectively. (JG)

ED 146 685 EA 010 089

Dajoe, Don M.
A Guidebook for the Governance and Management of Overseas Schools. Fairbanks. Center for Northern

Alaska Univ., Fairbank Educational Research. Pub Date 76

Note-66p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors. *Administrator Role, Bibliographies, *Board of Education Policy, *Board of phies, *Board of Education Policy, Education Role, Chief Administrators, Elemen-tary Secondary Education, Governance, *Guidelines, *Policy Formation, *Private

-*Overseas Schools

Identifiers—*Overseas Schools

This booklet is intended to aid board members
and administrators of independent American
overseas schools in developing the policies and
working relationships necessary for the effective
operation of such schools. It mainly emphasizes
the principles of boardsmanship and administration and presents guidelines for the development tion and presents guidelines for the development of policy and procedural manuals, rather than dealing with the details of day-to-day school operations. The policy function of the board is stressed, and guidelines for policy development are included. Individual chapters focus in turn on the constitution and bylaws of independent over-seas schools, the role of the board, the role of the chief administrator, guidelines for policy development, and the development of abridged policy manuals or handbooks for staff members, stu-dents, and parents. The appendix includes sample guidelines for new board members, a suggested outline for a comprehensive policy manual, and a brief bibliography of relevant publications.

EA 010 091

EAU 140 050

Hickrod, G. Alan Hubbard, Ben C.

Return to the "Two-Tier" Funding Notion in Illinois: A Recxamination of the Basic Rationale for the School Finance Reform of 1973.

Illinois State Univ., Normal. Center for the Study

Pub Date Oct 77

Note—14p.; Not available in paper copy due to marginal legibility of original document Available from—Center for the Study of Educa-

tional Finance, Illinois State University, 331 DeGarmo Hall, Normal, Illinois 61761 (\$0.75) EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Change Strategies, *Educational Finance, Elementary Secondary Education, *Equalization Aid, *Finance Reform, *Models,

*State Aid, Tax Effort Identifiers—*Illinois

This paper examines the impact of Illinois' present system of state aid to education in light of the rationale for its adoption, and argues that the stated purposes of the present system would be better realized through the adoption of a "two-tiered" finance system. The present Illinois system consists of the Strayer-Haig system of system consists of the Strayer-Haig system of foundation grants and a "resource equalizer" system of aid to districts based on their local tax effort. The authors argue that much of the political support for this system was based on the desire for overall property tax relief, and not on the desire to reduce disparities in per-pupil expenditures between districts. Although Illinois' resource equalizer system did requise short term resource equalizer system did provide short-term tax relief during its phase-in period, they point out, its long-term effect is to reward increa local tax rates. By adopting a "two-tiered" system, they suggest, it would be possible to prosystem, they suggest, it would be possible to provide more or less of this district power equalizing, simply by varying the relative size of the basic foundation grant (tier 1) and the "local initiative" or "tax incentive" grant (tier 2). (Author/JG)

EA 010 092

Duckmanton, T. S.
The ABC and Professional Development.

Pub Date Aug 77 Note-14p.; Paper presented at the National Conference of the Australian Council for Educational Administration (4th, Brisbane, Qld., Australia, August 21-26, 1977) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Principles, Administrative Change,
*Administrative Personnel, Administrative
Principles, Administrator Education, Futures
(of Society), *Management Development,
*Management Education

This paper discusses the challenges and problems facing managers in modern organizations and examines the implications of those challenges for the education and professional development of management personnel. The author illustrates his discussion by focusing mainly on the management of the Australian Broadcasting Commission, but he argues that the same basic phenomena and relationships occur in discussion. educational organizations and many other or-ganizations as well. He begins by pointing out the potential conflict between the creative sp ecialists and managers in an organization and suggests that the best solution is through enabling spethat the best solution is through enabling specialists to become managers. Regardless of their background, though, one of the most important things managers do is to manage the future. One mistake of management education in the 1960s, he argues were most account. he argues, was overemphasizing solutions for specific future problems rather than educating specific tuture problems rather than educating people to handle change in general. He concludes that the aim of education for managers must be to prepare them to deal flexibly with an uncertain future, through training in the "old" field of the humanities and in the "new" field of the behavioral sciences. (JG)

ED 146 688 EA 010 093 Walters, Donald L., Ed.
The Future-Implications for Educational Leader-ship Development. Temple Univ., Philadelphia, Pa. Dept. of Educational Administration. Pub Date 19 May 77

Note—21p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Administrator Role, *Conference Descriptors—Administrator Role, *Conference Reports, *Educational Administration, *Educational Change, Elementary Secondary Education, *Futures (of Society), Principals, Superintendent Role, Surveys, Workshops This report outlines the main ideas generated

by participants in a one-day workshop on "Futures in Education," which was conducted by the Temple University Department of Educational Administration in May 1977. The format of tional Administration in May 1977. The format of the workshop emphasized participating discus-sion; no formal presentations were made except for reporting the results of a survey of school su-perintendents and principals. The workshop con-sisted mainly of four brainstorming sessions that what will remain the same in education over the next 10 years? (2) what will be the major changes in education over the next ten years? (3) what do educators need to know to meet the coming changes? and (4) what are the implica-tions of change for programs in educational ad-ministration? Also included are results of a survey that asked school superintendents to identify the most important competencies for superintendents out of a list of 62 competencies and asked principals to identify the most important competencies for principals out of a list of 39 competencies. (JG)

ED 146 689 EA 010 094

Quindry, Thomas L., Ed. Standards on Noise Measurements, Rating Schemes, and Definitions: A Compilation. NBS Special Publication 386, 1976 Edition.

National Bureau of Standards (DOC), Washington, D.C.

Pub Date Apr 76

Pub Date Apr 76
Note—88p; Not available in paper copy due to small print size of original document
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (Stock No. 003-003-01593-8; \$1.90)

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS. escriptors—*Acoustical Environment, Acoustic escriptors— Acoustica Environment, Acoustic Insulation, *Acoustics, *Annotated Bibliogra-phies, *Directories, Measurement, *Organizations (Groups), Performance Specifi-cations, Rating Scales, *Standards This compilation deals with material assembled

from the various standards set forth by industrial and trade organizations, or technical and scientific societies concerned with acoustics. There has tine societies concerned with acoustics. There has been no attempt to review or evaluate the standards, but rather just to list documents covering measurement techniques, calibration methods, definitions, rating schemes, and equipment and product specifications concerned with noise. Those standards dealing solely with ultrasonics, audio equipment, or shock and vibration have not generally been included. The paragraphs describes the standards size a brief summers of intent. ing the standards give a brief summary of intent and/or scope of the standard. Proposed standards are also listed where available. Not listed are osed revisions of current standards and those which must be reapproved to remain in effect. For the convenience of those readers wishing to purchase copies of standards, names and ad-dresses for the various organizations are given in Appendix A. Appendix B lists active committees for each organization and names and addresses of appropriate committee chairmen or technical contacts. This compilation includes all informa-tion available as of January 1, 1976. (Author)

ED 146 690 EA 010 095 Building Technology Project Summaries. NBS Special Publication 446. National Bureau of Standards (DOC), Washing-

ton, D.C. Center for Building Technology. Pub Date May 76

Pub Date May 76
Note—110p.; For a related document, see EA
010 096; Not available in paper copy due to
color of print of original document
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (SD Catalog No. C13.10:446;
Stock No. 003-003-01641-1; \$2.05)
EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.

Descriptors—Architectural Research, Building Materials, *Buildings, *Construction (Process), Cost Effectiveness, Electrical Systems, *Energy Conservation, Environmental Influences,

Conservation, Environmental Influences, Mechanical Equipment, Performance Specifications, Plumbing, *Projects, Safety, Solar Radiation, *Standards, Structural Building Systems, *Technology, Thermal Environment The Center for Building Technology (CBT) provides the technical and scientific bases for criteria and standards that improve the usefulness, safety, and economy of buildings while conserving building materials and energy. CBT's activities support the building technology program of the federal, state, and local government; assist design professions, building officials, and the research community by developing design criteria that improve buildings; and assist manufacturers of building products by developing criteria for of building products by developing criteria for evaluating innovative building materials. The reevaluating innovative building materials. The re-port summarizes CBT's research for calendar year 1975. Each summary lists the project title, its progress, point of contact within CBT, and sponsor. The summaries presented in this report are arranged by subject-matter categories to group like projects. (Author/MLF)

ED 146 691 EA 010 096 Building Technology Project Summaries, 1976. NBS Special Publication 446-1. National Bureau of Standards (DOC), Washing-

ton, D.C. Center for Building Technology. Pub Date Sep 77

Note-84p.; For a related document, see EA 010 095; Not available in paper copy due to color of print of original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 003-003-01846-5; \$2.20)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Architectural Research, Building Materials, *Buildings, *Construction (Process), Cost Effectiveness, Electrical Systems, Energy Conservation, Environmental Influences Conservation, Environmental Influences, Mechanical Equipment, Performance Specifica-tions, Plumbing, *Projects, Safety, Solar Radia-tion, *Standards, Structural Building Systems, 75

tion, "Standards, Structural Building Systems, "Technology, Thermal Environment The Center for Building Technology (CBT) provides the technical and scientific bases for criteria and standards that improve the useful-ness, safety, and economy of buildings. CBT research also aims at conserving building material that the conserving building the conserving building material that the conserving building the conserving building the conserving the conserving building the conserving building the conserving the conserving building the conserving building the conserving the conserving the conserving building the conserving th als and energy. Individual projects may emphasize one or more of the center's typical activities in one or more of the center's typical activities in providing improved knowledge, in usable form, to the building community. Typical activities include problem analysis to define and characterize needs for improved building practices; research to obtain vital new knowledge, technical problem solving to develop improved practices from the best available knowledge; dissemination of results to users in the building community; and impact analysis to show how well the center's work has met the building community's needs and whether met the building community's needs and whether elements of the original problem remain un-resolved or new problems exist. This report sum-marizes CBT's research for calendar year 1976. mattee CBT s research for calentary year 1970.

Each summary lists the project title, its progress, point of contact within CBT, and sponsor. This report supersedes the 1976 edition of SP446, which covered the 1975 CBT projects. (Author)

ED 146 692 EA 010 097

Fenves, Steven J. And Others
The Structure of Building Specifications. NBS
Building Science Series 90.
National Bureau of Standards (DOC), Washing-

ton. D.C. Pub Date Sep 76

Note—92p.; Not available in paper copy due to small print size of original document Available from—Superintendent of Documents,

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (SD Catalog No. C13.29/2:90; Stock No. 003-003-01659-4; \$1.45; add 25% for other than U.S. mailing)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Buildings, *Classification, Computer Programs, Definitions, Methods, *Performance Specifications, Plumbing, Sentence Diagraming, Solar Radiation, *Specifications, *Standards, Structural Building Systems, Tables (Data), Technical Writing

This paper provides a scientific basis for the formulation and expression of performance standards and specifications and for explicit attention to performance in procedural and prescriptive standards and specifications. The provisions of "Interim Performance Criteria for Solar Heating and Combined Heating/Cooling Systems and Dwellings," a performance specification developed by the National Bureau of Standards, are classified in terms of the physical entities addressed, the attributes of the built environment, and the properties that group together particular dressed, the attributes of the built environment, and the properties that group together particular physical entities that may be subject to similar dysfunctions. These provisions are also subjected to a linguistic analysis that examines in detail the wording used and formalizes certain key concepts that are subject in the wording. The provisions that are realized in the wording. The provisions of the "Uniform Plumbing Code," a prescriptive code, are classified in terms of the physical entities addressed and the performance attributes that can be inferred (though they are not ex-plicitly addressed). Guidelines for the expression of provisions in performance codes and specifica-tions are presented. These guidelines are based on the classification studies and the linguistic analysis mentioned above. (Author)

ED 146 693 EA 010 098 Mangum, Billy W., Ed. Hill, James E., Ed.
Thermal Analysis—Human Comfort-Indoor Environments. NBS Special Publication 491.
National Bureau of Standards (DOC), Washing-

ton, D.C.

Report No-NBS-SP-491 Pub Date Sep 77

Note—205p.; Proceedings of a Symposium held at the National Bureau of Standards (Gaithersburg, Maryland, February 11, 1977); Not available in paper copy due small print size of original documents of original document

Available from—Superintendent of Documents,

Valiable Home-Superintendent of Washington, U.S. Government Printing Office, Washington, D.C. 20402 (SD Catalog No. C13.10:491; Stock No. 003-003-01849-0; \$3.25; add 25%

for other than U.S. mailing)
EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.

Pescriptors—Energy

*Environmental Research, *Human Engineering, Instrumentation, *Interior Space, *Physical Design Needs, Productivity, Research, Symposia, *Thermal Environment

Included in these proceedings are 11 formal papers presented by leading researchers in the field of thermal comfort and heat stress at a symposium held for the purpose of exploring new aspects of indoor thermal environments, caused primarily by the impact of energy conservation in new and existing buildings. The contributed papers were from Denmark, Sweden, and several papers were institutions in the United States, includ-ing the John B. Pierce Foundation at Yale University, Kansas State University, and Pennsyl-vania State University. Information was presented vania state University. Information was presented on a variety of approaches to determining human response to thermal environments. These included laboratory studies in environmental chambers utilizing instrumented human subjects, field studies involving surveys and questionnaires, mathematical modeling of humans, an analysis of come three of instruments used in assessing the some types of instruments used in assessing the quality of environments, and a discussion of the relationships between productivity and the ther-mal environment. (Author/MLF)

ED 146 694 EA 010 099

Hill, James E. And Others

Development of Proposed Standards for Testing
Solar Collectors and Thermal Storage Devices. National Bureau of Standards (DOC), Washing-

Spons Agency—Energy Research and Develop-ment Administration, Washington, D.C. Div. of

Solar Energy. Report No-NBS-TN-899 Pub Date Feb 76

Pub Date Feb 76

Note—323p; Not available in paper copy due to marginal legibility of original document Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 003-003-01579-2/Catalog No. C13-46:899, \$3.10)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS

Available from EDRS.
escriptors—Energy Conservation, Evaluation
Methods, Graphs, Heating, Heat Recovery, Illustrations, Measurement Instruments,

*Performance Specifications, *Solar Radiation, *Standards, *Storage, Technological Advancement, *Thermal Environment
A study has been made at the National Bureau of Standards of the different techniques.

or standards of the different techniques that are or could be used for testing solar collectors and thermal storage devices that are used in solar heating and cooling systems. This report reviews the various testing methods and outlines a recommended test procedure, including apparatus and instrumentation, for both components. The recommended procedures have been written in the format of a standard of the American Society. the format of a standard of the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) and have been submitted to that organization for consideration. (Author)

ED 146 695 EA 010 100 Hastings, S. Robert Crenshaw, Richard W. Indow Design Strategies to Conserve Energy. NBS Building Science Series 104. ational Bureau of Standards (DOC), Washing-

ton, D.C. ton, D.C. Spons Agency—Department of Housing and Urban Development, Washington, D.C.; Energy Research and Development Administration, Washington, D.C. Report No—NBS-BSS-104
Pub Date Jun 77

Note—215p.; Photos may not reproduce
Available from—Superintendents of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (SD Catalog No. Cl3.29/2:104;
Stock No. 003-003-01794-9; \$3.75; add 25% additional for other than U.S. mailing)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Posta DRS Free Mr-30.3 HC-311.3 Frus rostage.
escriptors—Architectural Elements, Building Design, Building Materials, "Climate Control, "Design Needs, "Energy Conservation, Lighting, "Performance Specifications, Site Selection, Solar Radiation, Standards, Ventila-

A multitude of design strategies are available to achieve energy-efficient windows. Opportunities for improving window performance fall into six groups: site, exterior appendages, frame, glazing, interior accessories, and building interior. Design strategies within these groups can improve one of strategies within these groups can improve one or more of the six energy functions of windows: solar heating, daylighting, shading, insulation, air tightness, and ventilation. Included in this report are 33 strategies; an explanation of the physical phenomena responsible for each strategy's energy performance, summarized energy and nonenergy advantages and disadvantages; aesthetic con-siderations; cost approximations; example installations, laboratory studies, or calculations by the authors; and references. Intended readers include professional designers, lessees and owners of commercial space, home buyers and owners. The report's purpose is to draw attention to the wide range of options currently available to conserve energy with windows. (Author)

ED 146 696 95 EA 010 101 ED 146 696 95 EA 010 101

Steiger, JoAnn M. Szanton, Eleanor S.
Women's Participation in Management and Policy
Development in the Education Division.

National Advisory Council on Women's Educational Programs, Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Note-104p.; For a related document, see EA

EDRS Price MF-\$0.83 HC-\$6.01 Plus Posta

Discourage Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—Administrative Personnel, Affirmative Action, Agencies, Employment Practices, *Equal Opportunities (Jobs), *Federal Government, *Females, *Government Employees, *Managerial Occupations, Policy Formation, *Sex Discrimination, Tables (Data) Identifiers—*Education Division (DHEW) Although there are many reasons for whom

Although there are many reasons for why omen are so scarce in top positions in education, including top positions in the Education Division of the Department of Health, Education, and Welfare, a primary one is sex discrimination in hiring and promotion. Women are discouraged, in the Education Division, and elsewhere in the profession, from training or applying for administrative positions and by an informal "buddy" system that operates among men in power and, in essence, excludes women. These are two conclusions reached by the National Advisory Council on Women's Educational Programs in its study of the Education Division of HEW. This publication describes the status of women in the Education

Division, identifies barriers to their advancement, explores exemplary practices that foster the participation of women in management and policy development, and examines the Division's use of women as professional advisors. Each chapter concludes with a set of recommendations for im-provement. Appendixes include statistical data on the number of women and kinds of positions they hold in various Division units. (Author)

95 FD 146 697 EA 010 102 Steiger, JoAnn M. Szanton, Eleanor S. Efforts Toward Sex Fairness in the Use of Educa-tion Division Funds.

National Advisory Council on Women's Educa-tional Programs, Washington, D.C.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Pub Date Aug 77

Note-82p.; For a related document, see EA 010 101; Not available in paper copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.
Descriptors—Educational Finance, Elementary secondary Education, Employment Practices, *Federal Aid, Federal Government, *Federal Programs, Females, Financial Support, *Grants, Post Secondary Education, *Sex Discrimina-tion, *Student Financial Aid

Identifiers—*Education Amendments 1972 Title IX, *Education Division (DHEW), Sexfairness

This report presents the findings of the investigation, conducted by the National Advisory Council on Women's Educational Programs, on how federal programs affect girls and women. The council investigated the extent to which the Education Division of HEW has used the tools available to it (including enforcement of Title IX of the Education Amendments of 1972) to promote equity for girls and women in the three basic types of programs that it administers: for mula grant programs, discretionary programs, and student financial aid programs. Information was collected through extensive interviews with division officials and female employees, question-naires, and analyses of secondary data sources. Each of the three program types is analyzed in a separate chapter, with appropriate recommenda-tions for eliminating sex discrimination in each area. Appendixes include relevant data and a guide to Office of Education programs. (Author)

ED 146 698 EA 010 104

Swent, Boyd Gmelch, Walter H.
Stress at the Desk and How to Creatively Cope.
OSSC Bulletin Vol. 21, No. 4.
Oregon School Study Council, Eugene.

Pub Date Dec 77

Note-51p. Available from—Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 (\$2.00; \$1.50 if prepaid; discount of 10% for 10 or more co-

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage. EDRS Frice MF-30.83 Rt.-\$3.50 Plus rostage.
Descriptors.—*Adjustment (to Environment),
*Administrative Personnel, Conflict, Educational Research, Elementary Secondary Education, *Health, Interpersonal Relationship, Principals, Role Conflict, *School Administration, School Superintendents, *Stress

*Surveys Identifiers—*Oregon

This report contains the results of a survey of 1,156 Oregon school administrators intended to ascertain what causes them stress and how they cope with it. The first part of the report briefly reviews stress categories, indicating which general areas of administration prove to be the most bothersome. The second investigates specific sources of stress (stressors) and lists the ten most stressful tasks for all administrators, as well as examining why some job assignments are particu-larly stressful to some administrator groups and not to others. Part three examines the relation-ship found between stress and the health of Oregon school administrators and lists some of the means of coping with stress named by the respondents. The researchers discovered that the administrators listed complying with state, federal, and organizational rules and policies as the most frequent source of stress, followed by feeling that meetings take up too much time. The researchers call for new methods to teach ad-ministrators how to better cope with job-related stress. (Author/DS)

EA 010 105 ED 146 699 Colorado Rules and Regulations Governing Operation of School Transportation Vehicles. Colorado State Dept. of Education, Denver. Of-

fice of Field Services.

Spons Agency-Colorado State Dept. of

Note-11p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bus Transportation, Elementary Secondary Education, Laws, *School Buses, State Departments of Education, *State Legislation, State Standards, Students, *Student Transportation

Identifiers-*Colorado

This document contains the text of the rules and regulations, adopted in 1972 and later amended, governing the operation of student transportation vehicles in the state of Colorado. define the kinds of vehicles that qualify as school transportation vehicles, outline the requirements for vehicle operator's examination, describe the types of drivers' permits available and how they are to be issued, list school transportation operator qualifications, and define procedures for bus operation, such as how to cross railroads, how to safely load and unload children, and what procedures to follow in event of accident. (Author/DS)

ED 146 700 EA 010 106

DePew, Kathryn And Others
Fifth Annual Report on the Educational Accountability Law of 1971.

Colorado State Dept. of Education, Denver. Accreditation and Accountability Services Unit. Pub Date Apr 76

Note-30p.; Not available in paper copy due to color of print of original document

Available from-Accreditation and Accountability Services Unit, Colorado Department of Education, 201 East Colfax, Denver, Colorado 80203 (\$1.00; No charge to Colorado Public

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRO.

Descriptors—Basic Skills, Conference Reports,

*Educational Accountability, *Educational
Planning, Elementary Secondary Education,

*School Districts, *State Surveys, Tables (Data)

Identifiers-*Colorado

This report presents information on the educa-tional accountability programs of Colorado school districts from July 1974 through June 1975 as reported to the State Board of Education under provisions of the state's Educational Ac-countability Act. Of Colorado's 181 school districts, 172 reported on their activities, and data were analyzed for 168. Districts were categorized on their progress in developing a district-level planning process. Sixty-five districts (39%) were well into the planning process, 74 (44%) showed some progress, and 29 (17%) showed little progress. Among the 65 districts well into the planning process, 52 have identified basic skills as a priority objective. Case illustrations provided by some of these districts indicate that student per-formance improves when districts set priorities and plan systematically to improve program in-struction. In addition to a statewide summary of district accountability reports, individual cas lustrations, and tables indicating the progress of each individual district, the report also includes a brief summary of a statewide conference on basic skills, which was held in February 1976. (Author/JG)

ED 146 701 EA 010 107 olar Heating and Cooling of Residential Buildings: Sizing, Installation and Operation of

Colorado State Univ., Ft. Collins. Solar Energy Applications Lab. Spons Agency—Department of Commerce, Washington, D.C. Pub Date Oct 77

Note-591p.; For a related document, see EA 010 108

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 003-011-00085-2; \$7.00)

EDRS Price MF-\$1.16 HC-\$31.47 Plus Postage.
Descriptors—Air Conditioning, Building Improvement, *Building Systems, Climate Control, Cost

Effectiveness, *Curriculum, *Educational Pro-

Effectiveness, *Curriculum, *Educational Programs, Energy Conservation, Heating, *Housing Industry, Illustrations, Life Cycle Costing, Mechanical Equipment, *Performance Specifications, *Solar Radiation, Standards, Storage, Worksheets
This training course and a companion course titled "Design of Systems for Solar Heating and Cooling of Residential Buildings," are designed to train home designers and builders in the fundamentals of solar hydronic and air systems for space heating and cooling and domestic hot water heating for residential buildings. Each course, organized in 22 modules, provides 44 hours of instruction. The modularized structure of the training courses provides considerable latitude in or ing courses provides considerable latitude ganization and presentation, especially with re-gard to the time period over which the course could be presented. Included in each course are could be presented. Included in each course are directed periods for computational practice, in-spection of working systems, and "hands-on" ex-perience with models. Course standards and needs were developed by interacting with architects, engineers, builders, contractors, and installers of heating, ventilating, and air condi-tioning systems in residential buildings. From the standards and needs, objectives for the course were developed and the curricular materials prepared. (Author/MLF)

ED 146 702 EA 010 108 Solar Heating and Cooling of Residential Buildings: Design of Systems.
Colorado State Univ., Ft. Collins. Solar Energy

Applications Lab. Spons Agency—Department of Commerce, Washington, D.C. Pub Date Oct 77

ote-748p.; For a related document, see EA 010 107

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 003-011-00084-4;

58.22)
EDRS Price MF-\$1.33 HC-\$39.51 Plus Postage.
Descriptors—Air Conditioning, Building Improvement, *Building Systems, Climate Control, Cost Effectiveness, *Curriculum, Design Needs, *Educational Programs, Energy Conservation, Equipment Standards, Heating, Heat Recovery, *Blowsies Industry I. If Costle. Costing. *Housing Industry, Life Cycle Costing,
*Performance Specifications, *Solar Radiation,
Tables (Data), Thermal Environment

Tables (Data), Thermal Environment
This is the second of two training courses
designed to develop the capability of practitioners
in the home building industry to design solar
heating and cooling systems. The course is organized in 23 modules to separate selected topics
and to facilitate learning. Although a compact
schedule of one week is shown, a variety of formats can be arranged. In general, the course progresses from simple sizing procedures for making preliminary estimates of collector area requirements, to a computer-aided method, and finally to automated design techniques. Such details as system economics, energy conservation trade-offs, and component selections are also presented. (Author/MLF)

ED 146 703

EA 010 109

ED 140 ruo
Ellett, Chad D.
Teacher Assessments of Principals Performances:
Their Validity and Independence of School Size
and Other Characteristics.

Solution of Educational

Administration.

Spons Agency—CFK, Ltd., Denver, Colo.
Pub Date Oct 77

Note-23p.

Journal Cit-CCBC Notebook; v7 n1 pp4-21 Oct EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement,
*Administrator Evaluation, Average Daily Attendance, Elementary Secondary Education, *Evaluation Methods, *Models, *Principals, Statistical Analysis, Student Attitudes, Tables (Data), Teacher Attitudes (Data), Teacher Attitudes Identifiers—*Georgia, *Project ROME, Results Oriented Management in Education This paper describes an attempt to develop a

Inis paper describes an attempt to develop a teacher instrument for assessing competencies of public school principals and the subsequent "consequence validation" of its scales and items against school mediating and outcome variables. The competency assessment instrument described was one of several developed as part of the com-prehensive Georgia Principal Assessment System

through Project R.O.M.E. (Results Orented Management in Education). A sample of 1,300 teachers from 35 elementary and 10 secondary schools in Georgia were asked to rate the frequency and effectiveness with which their principals performed on 117 performance indicators. These ratings were then correlated with measures of teacher attitudes toward the school environment, student percentions of the school environment, student percentions of the school environment. ment, student perceptions of the school environment, student perceptions of the school environ-ment, student performance on standardized achievement tests, and average daily attendance. Results of the study indicated stronger and more frequent significant relationships between teachers' assessments of principals' behaviors and mediating variables (particularly teacher attitudes as measured by the "school survey" instrument). than between teachers' assessments and school outcome variables (student achievement school average daily attendance). (Author/JG)

ED 146 704

Miller, Brian McCleary, Lloyd E.
Competencies in the Administration of Communit
Education Programs: A Project to Asser
Needed Competencies. Needed Competencies.
Utah Univ., Salt Lake City. Dept. of Educational

Spons Agency—CFK, Ltd., Denver, Colo. Pub Date Oct 77

Note—20p.

Journal Cit—CCBC Notebook; v7 n1 pp21-39 Oct 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Personnel, Administrator Education, *Administrator Evaluation, *Community Education, Community School Directors, Coordinators, Educational Administration, Elementary Secondary Educa-Administration, Elementary Secondary Educa-tion, "Measurement Instruments, *Performance, Principals, Role Perception, School Superintendents, *Skills, Tables (Data) The project described in this article was in-tended to assess needed competencies in commu-nity education administration by fulfilling two pri-

mary objectives. First, role descriptions were to be identified in terms of task areas, competencies, and competency indicators for each of four administrative roles: superintendent, district coordinator, principal, and community education director. Second, perceptions were collected on how competencies might be acquired and what performance levels are needed. In a series of three workshops, superintendents, coordinators, principals, and directors helped to develop real and ideal profiles for each administrative role. The Quadrant Assessment Model provided the basic research design. Outcomes of this project basic research design. Outcomes or this project emerged in two primary forms—product outcomes and process outcomes. The resulting prioritizing of competencies indicated preservice and inser-vice education needs for administrators. The authors believe that the measurement tools authors beneve that the measurement tood developed in this study have potential application in performance assessment, role definition, pro-gram planning and assessment, research and development, and certification assessment. (Author)

ED 146 705 EA 010 111

Nadler, Gerald Gaphart, William J.
The Process of Development. Phi Delta Kappa Oc-

casional Paper 15.
Phi Delta Kappa, Bloomington, Ind. Center on Evaluation and Research.
Pub Date Oct 72

Note—32p. Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$1.50) EDRS Price MF-\$0.83 HC-\$2.06 Plus Post

Descriptors—*Development, Diagrams, *Models *Question Answer Interviews, Systems Ap-

"Question Answer interviews, Systems Approach, Systems Development
This booklet contains the edited transcript of an interview with Gerald Nadler that was conducted by William J. Gephart in October 1972 for Phi Delta Kappa's National Symposium for Professors of Educational Research. The interpretable of the systems of the control of t

Professors of Educational Research. The interview focuses mainly on five questions about the development process: (1) What is the general nature of the process of development? (2) What are the characteristics of the problems for which the development process is the most appropriate resolution strategy? (3) What are the activities that make up the process? (4) What are the general characteristics of the products of the development process? and (5) What are the criteria one should use to assess the quality of a

on teachers, and political action by teachers. He concludes that teacher militancy and its mechanism for expression, collective bargaining, are firmly ensconced in the teaching profession because of the effectiveness of professional organizations, such as the National Education Association and the American Federation of Teachers. (Author/DS)

given development effort? Six illustrative dia-grams taken from Nadler's book "Work Design: A Systems Concept" are also included.

Donley, Marshall O., Jr.
The Future of Teacher Power in America. Fast-back 98.

once 98.

Phi Deba Kappa Educational Foundation,
Bloomington, Ind.

Pub Date 77

Pub Date 77.
Note—51p.
Available from—Phi Delta Kappa, Eighth and
Union, Box 789, Bloomington, Indiana 47401
(\$0.75; \$0.60 for PDK members; quantity

discounts; payment must accompany orders for less than \$5.00 or \$1.00 will be charged for

Descriptors—*Collective Bargaining, Court Litigation, Educational Finance, Educational

History, Elementary Secondary Education, Labor Legislation, *Political Power, Post

*Teacher Associations, Public Opinion,
Pacher Associations, Teacher Attitudes,
Pacher Militancy, *Teachers, *Unions

entifiers—American Federation of Teachers, National Education Association

Written primarily from the teachers' viewpoint, this review of the history and causes of teacher militancy in the United States traces the emer-gence of unionism and the collective bargaining

discusses causes of militancy, relevant laws and court decisions, the impact of the economy on

the teachers' movement, teacher conservatism, federal school financing, recent increases in the number of teachers, public opinion and its impact

on teachers, and political action by teachers. He

movement among teachers. The author

handling)
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

(Author/JG) ED 146 706

*Teacher

ED 146 707 EA 010 114 Rideout, E. Brock And Others
Educational, Social, and Financial Implications to
School Boards of Declining Enrolments.

Ontario Dept. of Education, Toronto. Pub Date 77

-259p.; For a related document, see ED 140 396; Occasional pages contain very small

Available from-The Ontario Institute for Studies

Available from—The Ontario Institute for Studies in Education, Publications Sales, 252 Bloor Street West, Toronto, Ontario, Canada MSS 1V6 (\$3.00 bound; \$2.00 microfiche) EDRS Price MF-\$0.33 HC-\$14.05 Plus Postage. Descriptors—Board of Education Policy, *Boards of Education, Case Studies, *Declining Enrollment, Educational Finance, Elementary Schools, Elementary Secondary Education, *Expenditure, Par. Studies, *School Size. *Expenditure Per Student, *School Size, School Surveys, Secondary Schools, Shared Facilities, *Small Schools, *Space Utilization, Tables (Data)

This report covers four major aspects of the declining enrollment problem in Ontario, Canada, schools. Chapter I reviews the literature on the advantages and disadvantages of small high schools, including suggestions for operating small secondary schools effectively. Chapter 2 contains the results of an opinion survey of teachers, principals, and supervisory officers concerning the minimum acceptable size of elementary schools. This survey also gathered opinions on ways of maintaining quality education in smaller schools. Chapter 3 examines the financial implications of reducing school size, focusing on per pupil expen-diture. Chapter 4 reports the results of 29 case studies on schools that have developed one or more alternative daytime uses for vacant school space. This report is a sequel to a 1975 report on declining enrollment, which focused on school closing. (Author/DS)

ED 146 708 EA 010 124 Krahl, George R.
Alternative Education: Current State of the Art. Pub Date 77 Note-19p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Alternative Schools, *Educational Alternatives, Educational Change, Alternatives, *Educational *Educational Innovation, Educational Philosophy, Educational Programs, Elementary Secondary Education, Literature Reviews, Pro-Educational

gram Descriptions
Drawing on relevant literature, the author of
this paper briefly reviews the progress made by
the alternative education movement. He provides
descriptions of seven successful alternative
schools programs, including magnet schools, a school-without-walls, community schools, and a school-within-a-school. He concludes that alternaschool-within-a-school. He concludes that alterna-tive education at the present time may be described as small but growing. It does not pose a threat to traditional public education. Rather, it is a partner in innovation, trying out new solutions to a variety of educational problems. (Author/DS)

ED 146 709 EA 010 127

Chase, Cheryl Based Education: An Information Competency Package.

Colorado State Dept. of Education, Denver. Pub Date Sep 77

_40p.

Available from—Colorado Department of Educa-tion, Project ACCESS, State Office Bldg., 201 East Colfax, Denver, Colorado 80203 (\$1.00; no charge to Colorado Public Schools) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Educational Finance, Educational Problems, Educational Programs, Elementary Secondary Educa-tion, Graduation Requirements, *Information Sources, *Performance Based Education, *Skills, State School District Relationship, Student Testing

This information package has been designed for teachers, administrators, school boards, and legislators who are interested in exploring the area of competency based education (CBE). The first section briefly reviews why there is interest in CBE, how it is currently defined, and some of in CBE, how it is currently defined, and some of the major issues it raises (including definition of what students should learn, testing of student competencies, CBE's impact on graduation requirements, and financing of CBE programs). An annotated bibliography of sources indexed in ERIC is included in Section 2, along with a description of the "CBE Sourcebook" developed or the Oregon Department of Education. (Author)

ED 146 710 EA 010 129

DeLeonibus, Nancy Taking a New Look at . . . Needs As National Association of Secondary nal Association of Secondary School Principals, Reston, Va. Pub Date Dec 77

Pub Date Dec 'No. 2; Best copy available Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.50; quantity discounts; payment must accompany orders of \$10.00 or less)

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Community Involvement,
*Educational Needs, Educational Objectives, Educational Planning Elementary Secondary Education, *Needs Assessment, *Program Descriptions, Secondary Schools, Student Par-ticipations

ticipation
Although administrators have applied the term
to many things, including "needs assessment" to many things, including desires and solutions, the term is becoming progressively more precisely defined. Assessing needs simply means identifying where we are now and where we want to be by a specific time. A and where we want to be by a specific time. A new imperative for needs assessment arises from public demand that citizens be included in defining educational needs. Participants in the needs assessment process most often include administrators, teaching staff, students, and community members. This update on needs assessment contains summaries of assessment projects in eight secondary schools, including needs assessment for staff development, for career education, for opening a new school, and for determining cognitive needs. (Author) ing a new school needs. (Author)

ED 146 711 EA 010 135 Newby, Kenneth A.
Collective Bargaining--Practices and Attitudes of
School Management, Research Report 1977-2. National School Boards Association, Washington,

Pub Date 77

Note—46p. Available from—National School Boards Associa-tion, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007 (\$3.50; quantity discounts)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Administrator Attitudes, *Board of Education Role, *Boards of Education, *Collective Bargaining, Community Involvement, Contracts, Elementary Secondary Education, Employer Employee Relationship, Negotiation Agreements, Principals, School Superintendents, *Surveys, Tables (Data), Teachers, Unions perintendents, Teachers, Unions

This report contains the results of a survey of board of education members' and school administrators' attitudes toward collective bargaining. More than 1,600 board members and administra-tors were questioned at the 1976 National School Boards Association convention on all aspects of collective bargaining, including how school districts negotiate, the scope of bargaining, negotiators, time required to negotiate, impasses, and terms of contracts. The survey collected opinion on the impact and future of collective bargaining, as well as on the role of superintendents, principals, and the community in the bargaining process. The results indicate that collective bargaining is the primary management concern among school district administrators and board members. The survey also shows that there is great diversity in how bargaining is conducted in different parts of the country. (Author/DS)

EA 010 142 Births, Projected First Grade Enrollments, High School Graduates and Number Entering College for the State and the Counties, 1977 through 1983. Office of Research Report Series Volume

One/Number 34.
South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date Oct 77

-109p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Birth Rate, County School Systems, Elementary Secondary Education, *Enrollment Projections, Enrollment Trends, High School Graduates, Post Secondary Education, School Demography, *School Statistics, State Depart-ments of Education, *Statistical Data, *Tables

Identifiers-*South Carolina

The purpose of this report is to provide state and county estimates of basic enrollment statistics reducant to educational planning in South Carolina. It presents projections for first grade enrollment, the number of high school graduates, and the number of graduates who will enter col-lege programs through 1983. These school statistics were compiled from South Carolina State Department of Education publications. Statistics are presented for each South Carolina counts, and the counts, statistics are presented to county, and the county statistics are summed to provide statewide projections. The authors caution that these projections are a function of recent trends and that further updates will be necessary as population trends change. (Author/DS)

EC

ED 146 713 EC 102 468 McCraven, Carol J. An Advocacy Manual for Parents of Handicapped

Children.

Institute for Child Advocacy, Los Angeles, Calif.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Pub Date Apr 76

Note-71p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington,

EDRS Price MF-\$0.83 HC-\$3.50 Plus Posta EDIS Frice NIF-34.83 HC-\$3.50 Plus Postage. Descriptors—"Child Advocacy, Exceptional Child Scrvices, Guidelines, "Handicapped Children, Identification, "Legislation, "Parent Participa-tion, Program Descriptions, "Resource Guides, "State Programs, Vocational Rehabilitation Identifiers—"California

Intended for parents, the manual presents in-formation on existing legislation pertaining to handicapped children in California, and idelines for effective child advocacy in order to identify and obtain adequate services. Chapters cover the following topics (sample subtopics in parentheses): diagnostic and evaluative procedures (including a checklist for use by parents), children's rights (the California master plan for special education), vocational rehabilitation and training (types of services provided), social security benefits and suplemental contributions. cial security benefits and supplemental security income (determination of eligibility), and guidelines for effective child advocacy. Appended are a resource directory of agencies and legal resources in California and copies of forms used by the Lorentz Courseling and Percolagains. by the Los Angeles Counseling and Psychological vices. (IM)

ED 146 714 EC 102 692 Physical Activities for Impaired, Disabled, and Handicapped Individuals. American Alliance for Health, Physical Educa-

tion, and Recreation, Washington, D.C.
Spons Agency—Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.
Report No—447AH50022

Pub Date Feb 76

Grant-G007500556

Grant—G007500556
Note—127p.; For related information, see EC
102 693 - EC 102 698; Parts may be marginally legible due to small type
Available from—Physical Education and Recreation for the Handicapped, Information and
Research Utilization Center (IRUC), 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$7.95) EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS. Descriptors—*Adapted

Available from EDBS.
escriptors—*Adapted Physical Education,
Bibliographies, Games, *Handicapped Children, *Physical Activities, Physical Education,
*Recreation, Resource Guides, *Teaching

The first in a series of seven booklets on physical education and recreation for the handicapped provides information on activities and teaching methods. Teaching techniques concerning motivation, program planning, and group or-ganization are considered. A bibliography lists apganization are considered. A bibliography has ap-proximately 50 references on teaching such ac-tivities as archery, bicycling, baseball and garden-ing. A section on meeting individual needs deal-with adapting activities and skill training for specific disabilities. A resource section includes an annotated listing of 35 films and 20 periodi-cals. Reprints of 16 articles on such topics as teaching playground skills to severely retarded children and bowling for the handicapped are also included. (CL)

ED 146 715 EC 102 693 rofessional Preparation in Adapted Physical Edu-cation Therapeutic Recreation and Corrective Therapy. merican Alliance for Health, Physical Educa-

American Aniance for realth, Physical Educa-tion, and Recreation, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No—447AH50022

Pub Date Apr 76

Grant—G007500556

ote-130p.; For related information, see EC 102 692 - EC 102 698

102 092 - EC 102 098 Available from—Physical Education and Recrea-tion for the Handicapped, Information and Research Utilization Center (IRUC), 1201 Six-teenth Street, N.W., Washington, D.C. 20036 (\$7.95)

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.
Descriptors—*Adapted Physical Education, Employment, Handicapped, *Handicapped Children, Inservice Education, *Professional E cation, Professional Personnel, Professional Training, *Recreation, Resource Guides, Therapy, Volunteers

The second in a series of seven booklets pro-vides information on professional training for per-sonnel in physical education and recreation for sonnel in physical education and recreation for handicapped persons. Reviewed is the state of the art, and considered in separate sections (each with an annotated bibliography) are places of em-ployment, eudcational requirements and resource contacts for the fields of adapted physical educa-tion, therapeutic recreation, and corrective therapy. A chapter on career planning includes information on education and training opportunities and a listing of colleges and universities which offer programs in adapted physical educa-tion or therapeutic recreation. Also discussed are financial assistance, employment in these fields of mancial assistance, employment in these fields of persons with handicapping conditions, inservice training and volunteers. Listed in two final sections are 20 audiovisual resources and 16 organizations interested in persons with handicapping conditions. (CL)

EJJ 140-710 EC 102 694
Physical Education, Recreation and Sports for Individuals with Hearing Impairments.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C.
Spons Agency—Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.
Div. of Innovation and Development.
Report No—447AH50022
Pub Date Inn 76. ED 146 716 EC 102 694

b Date Jun 76

Grant-G007500556

Grant—G007500556
Note—123p.; For related information, see EC 102 692 - EC 102 698 ; Parts of document may be marginally legible due to type size Available from—Physical Education and Recreation for the Handicapped, Information and Research Utilization Center (IRUC), 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (57.96).

(\$7.95)
EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.
Descriptors—"Adapted Physical Education, Art,
"Athletics, Audiovisual Aids, "Aurally Handicapped, Dance, Deaf, Drama, Hard of Hearing, Motor Development, Music, Program
Descriptions, "Recreation, Regular Class Placetest, Descriptions," Publishers (Publisherson) ment, Research Reviews (Publications), Resource Guides, Swimming Reviewed in the third of seven related docu-(Publications).

ments are resources and research on physical ments are resources and research on physical education, recreation, and sports for hearing impaired persons. An annotated list of resources is supplied for each of the following topics: integration of the hearing impaired into regular physical education and recreation programs, physical education and motor development, recreation, art, depend express, purple sports and eximpning. Also dance, drama, music, sports, and swimming. Also included are descriptions of 17 programs for the hearing impaired and 13 related audiovisual materials. Reprints of 10 articles on such subjects as teaching swin vimming to the deaf complete the

EC 102 695 Early Intervention for Handicapped Children Through Programs of Physical Education and

Recreation.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No—447AH50022

Pub Date Apr 76

Grant—G007500556

Note—129.

Orant—G00730536 Note—122p.; For related information, see EC 102 692 - EC 102 698 Available from—Physical Education and Recrea-tion for the Handicapped, Information and Research Utilization Center (IRUC), 1201 Six-teenth Street, N.W., Washington, D.C. 20036 (57 05).

teenth Street, N.W., Washington, D.C. 20030 (\$7.95)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Adapted Physical Education, Bibliographies, Curriculum, Early Childhood Education, Facilities, *Handicapped Children, *Instructional Materials, *Intervention, Learning Advisities Percentual Motor Learning ing Activities, Perceptual Motor Learning, Physical Activities, *Play, Program Descrip-tions, *Recreation, Regular Class Placement,

Student Evaluation, Toys
The role of physical education and recreation
in early intervention for handicapped children is
the focus of the fourth of seven related docuthe focus of the fourth of seven related docu-ments. Introductory information on the history and rationale for early intervention and on developmental characteristics of the normal and handicapped child is followed by bibliographies on the following topics: early intervention through recreation/play: early intervention through physical education/perceptual-motor ex-periences; integration of handicapped and non-handicapped preschoolers; testing, assessment, and evaluation; facilities; curricula and activities; and toys, books, and other materials. Also in-cluded is a list of 12 films, reprints of 3 articles, brief descriptions of 12 programs, and informa-tion on periodicals, newsletters, organizations, agencies, and contact persons. (CL) ED 146 718 EC 102 696 alues of Physical Education, Recreation, and Sports for All.

American Alliance for Health, Physical Educa-

tion, and Recreation, Washington, D.C.
pons Agency—Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.
eport No—447AH50022 Report No-447AH50 Pub Date [75] Grant-G007500556

Note-33p.; For related information, see EC 102 692 - EC 102 698

Available from—Physical Education and Recreation for the Handicapped, Information and Research Utilization Center (IRUC), 1201 Sixteenth Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.83 Plus Postage. HC Not ble from EDRS.

Descriptors—*Adapted
*Athletics, Elementar Physical *Athletics, Elementary Secondary Education, *Handicapped Children, *Recreation, Regular Class Placement

The pamphlet cites opinions of professionals, philosophers, and handicapped persons to discuss the value of physical education, recreation, and sports for the handicapped. Addressed are such aspects as definitions of the handicapped, im-paired, and disabled; medical opinions; benefits beyond the physical; and integration into regular school and community programs. (CL)

ED 146 719 EC 102 697 Cordellos, Harry C.

Aquatic Recreation for the Blind. American Alliance for Health, Physical Educa-

tion, and Recreation, Washington, D.C. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Div. of Innovation and Development. Report No-447AH50022

Pub Date Jul 76 Grant-G007500556

-133p.; For related information, see EC 102 692 - EC 102 698

Available from-Physical Education and Recrea-tion for the Handicapped, Information and Research Utilization Center (IRUC), 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$7.95)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Adapted Physical Descriptors—*Adapted Physical Education, *Blind, Partially Sighted, Physical Education, *Recreation, *Swimming, Swimming Pools, Teaching Methods, Visually Handicapped The sixth in a series of booklets on physical education and recreation for the handicapped

describes aquatic activities for blind pers Written by a partially sighted athlete, the document discusses swimming pool characteristics and special pools for the visually impaired. Qualities of swimming instructors are reviewed, and suggestions for teaching swimming, diving, survival swimming, lifesaving, small craft use, water skiing and skin and scuba diving are given. Two final chapters focus on recreational swimming (including stunts and water games) and new goals for the blind in aquatics (such as participation in synchronized swimming and aquatic competi-tion). (CL)

ED 146 720 EC 102 698 Hill. Kathleen

Pance for Physically Disabled Persons: A Manual for Teaching Ballroom, Square, and Folk Dances to Users of Wheelchairs and Crutches. American Alliance for Health, Physical Educa-

tion, and Recreation, Washington, D.C. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.

Report No-447AH50022 Pub Date Jun 76

Grant-G007500556

Note-114p.; For related information, see EC 102 692 - EC 102 697

Available from—Physical Education and Recrea-tion for the Handicapped, Information and Research Utilization Center (IRUC), 1201 Sixteenth Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.
Descriptors—Adapted Physical Education,
*Dance, Physical Activities, *Physically Handicapped, Psychological Needs, Recreation,

Rehabilitation, *Teaching Methods, Wheel

The final booklet in a series on physical educa-The tinal booklet in a series on physical educa-tion and sports for the handicapped presents ideas for teaching dance to the physically disa-bled. Introductory sections consider the reha-bilitation role of dance, physiological and psychological benefits, and facilities for dance inpsychological ocientis, and tacinities for dance in forteaching ballroom dance (waltz, foxtrot, merengue, cha-cha, rhumba, and tango), square dance, and folk dance to persons using wheelchairs and crutches. Also included are reprints of seven articles on dance and a listing of additional resources on dance. (CL)

ED 146 721 EC 102 699 What Is the Answer...What Was the Question? An Inventory and Analysis of State Data Sources for Children and Youth: Virginia. Volume I of

Virginia Commission for Children and Youth. Richmond.

Spons Agency-Virginia State Dept. of Welfare, Pub Date 77

Note-215p.; For related information see EC 102 699-702

EDRS Price MF-\$0.83 HC-\$11.37 Plus Posta

Descriptors—Elementary Secondary Education,

*General Education, *Handicapped Children,
*Information Sources, Needs Assessment,
Preschool Education, Resource Guides,
*Services, *State Surveys
Identifiers—*Virginia

The first of a series of four needs asses related documents provides an inventory of Vir-ginia data sources addressing the needs of chil-dren and a listing of the services available. Section I provides an overview of the assessment project undertaken by the Virginia Commission for Children and Youth and directions for using the document. Sections II and III are cross-indexed with each other (as are Sections IV and V) and outline services (which include adoption, foster care and legal services) by department and services provided by various state departments (including the Department of Corrections, Divi-sion of Justice and Crime Prevention, and Virginia Employment Commission). Section IV con-tains charts reflecting the general types of data available in each department. Section V provides a comprehensive breakdown of actual pieces of information collected by departments, and the document, bureau, or division where the information can be found. Section VI identifies gaps in the data collection process common across agen-cy lines. Section VII, titled "Untapped Data and Service Sources," lists data sources not readily associated with information provided to state government. Among appendixes are a delivery worker questionnaire, addresses of contacts, and a priority setting instrument. (Author/SBH)

An Inventory of Virginia Legislation Affecting Children and Youth: 1977, With Analyses of Selected Sections of the Juvenile Code. Volume II of IV.

Virginia Commission for Children and Youth,

Spons Agency-Virginia State Dept. of Welfare, Pub Date 77

Pub Date 77

Note—199p.; For related information, see EC 102 699-702

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage. Descriptors—*Child Advocacy, Definitions, Delinquency, Elementary Secondary Education, *General Education, *Handicapped Children, *Juvenile Courts, Needs Assessment, Preschool Education, *State Legislation Identifiers—Juvenile Justice System, *Virginia The second of a series of four needs assessment

The second of a series of four needs ass related documents provides an inventory of state legislation in the Code of Virginia which is relevant to how the Commonwealth defines and/or responds to the status, conditions, and needs of its children and youth and their families. Section I serves as an overview of the document's con-tents with discussions on the purpose of the publication, the method used to produce data, and the organization of the sections. Section II lists Virginia Statutes affecting children and youth by selective subject areas (including economic security, education, and treatment/rehabilitation). In Section III, major portions of the Juvenile Code are discussed and analyzed; and a historical

perspective on juvenile justice, a comparison of significant variances between the present code and its successor, and items for consideration are ed. A final section consists of a minipresented. A final section consists of a minimanual on how to research, interpret, and/or influence state legislation from the position of a child advocate. Also covered in this section are the structure of the General Assembly, the legislative process, and suggested methods for having an influence on the process. Appendixes include a sheet on the issues to be addressed to the Virginia Advisory Legislative Council Subcommittee on Juvenile Justice Code Revision, definitions of children in need of supervision, and definitions of children in need of supervision, and a listing of statewide associations concerned with children and youth legislation. "User Notes" are provided throughout the document which suggest methods and activities, additional contacts, further readings, and/or similar items of interest.

Innovative Programming for Children and Youth (The State of the Art). Volume III of IV. Virginia Commission for Children and Youth, Richmond. ED 146 723 EC 102 701

Spons Agency-Virginia State Dept. of Welfare, Pub Date 77

Note-96p.; For related information, see EC 102 699-702

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage. EDRO Price MF-50.83 HC-54.67 Plus Postage.
Descriptors... *Child Abuse, *Day Care Programs,
 *Delinquency, *Early Childhood Education,
 Elementary Secondary Education, Financial
 Support, Health Programs, Needs Assessment,
 Neglected Children, Preschool Education,
 *Program
 Descriptions, State of the Art

The third of a series of four needs assessment related documents provides information on 17 inrelated documents provides information on 17 in-movative programs for children and youth in the areas of juvenile delinquency prevention and diversion, child abuse and neglect, day care, and child health care. Each project is reviewed in terms of the following areas: project cost, source of funding, target population, project goals, overview of project operation, innovative aspects of the project, project results/recommendations, and sources of further information. Project entries are presented alphabetically by title within subject s. Among the programs covered Adolescent Diversion Project (Urbana and Champaign, Illinois), the Family Stress Center (Chula Vista, California), the Greeley Parent Child Center (Greeley, Colorado), and the Infant Intended sive Care Project (Nassawadox and Norfolk, Virginia). Also included is a listing of funding information for programs for children and youth.

ED 146 724 EC 102 702 Alternative Needs Assessment Techniques for Virginia. A Handbook. Volume IV of IV.

Virginia Commission for Children and Youth,

Spons Agency-Virginia State Dept. of Welfare, Richmond.

Pub Date 77

Note-80p.; For related information, see EC 102 699-702

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage. *General Education, *Handicapped Children,
*Needs Assessment, Preschool Education,
Research Methodology, Resource Guides,
*Services, State Programs
Identifiers—*Virginia

Intended for agencies concerned with planning for service delivery to Virginia's children and youth, the last in a series of four documents pro-vides an overview of needs assessment. An introductory section includes discussions of what a eds assessment is and why it should be con-cted, what has already been done in the field and is presently being attempted, and sources of information and assistance. In Section II, several alternative methods of needs assessment are offered and the process for designing and imple-menting a needs assessment is outlined. A third section identifies the variables and circumstances to be considered in the implementation of a needs assessment on a statewide basis and compares the ideal circumstances for conducting a needs assessment with the actual implementation of such an assessment in Virginia. The final sec-tion on the results of a needs assessment ex-amines three important considerations: what the results of the assessment will provide, who they will effect, and who wants and/or needs to know the results. (SBH)

EC 102 703

Pasanella, Anne Langstaff And Others Individualized Educational Programming: Emphasizing IEPs for Very Young and for Severely Handicapped Learners. (An IEP on

University of Southern California, Los Angeles.

University of Southern California, Los Angeles. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Aug 77

Note—349p.; Some pages may not reproduce well due to print quality and the use of colored pages in the original document EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—Case Studies. Early Childhood Educations of the Postage of the Po

Descriptors-Case Studies, Early Childhood Edu-

escriptors—Case Studies, Early Childhood Edu-cation, Educational Objectives, Educational Resources, Elementary Secondary Education, *Handicapped Children, *Individualized Pro-grams, Instructional Materials, Manuals, *Program Development, Programed Materials, Severely Handicapped, Student Evaluation, Student Placement, Teaching Methods

Presented is a programed manual designed to instruct special educators in the development of individualized educational programs (IEPs) for students with exceptional needs. An introductory section covers the program description, objectives of the program, purpose and rationale, and information on how to use the program. Section II is an overview in which the purpose and structure of the IEP and the team approach to its development are reviewed. Section III focuses on the Total Service Plan, the broad outline of the student's annual program, developed or designed at a meeting of the School Appraisal Team or Educational Assessment Service in which parents are included. Components, covered in individual sections, for the Total Service Plan include present levels of performance, long range goals, annual objectives, placement alternatives, special education services, and evaluation and annual review. A fourth section focuses on the Individual Implementation Plan (developed and periodically revised by the teacher in cooperation with specialists and parents) with sections on the follow-ing components: short term objectives and learning components: short term objectives and learning steps, instructional strategies and techniques, materials and resources, and measurements of student progress. The document contains color-coded sheets-white pages denote general information, green pages denote specific details on very young children, and blue pages denote detailed information related to severely handicapped learners. Appendixes include additional case study examples, a glossary of terms, a post-test, and information on additional resources for test, and information on additional resources for each component. (SBH)

ED 146 726 EC 102 708

Rouin, Carole Proceedings: Basic Assessment and Intervention Techniques for Deaf-Blind and Multihan-Techniques for dicapped Children.

California State Dept. of Education, Sacramento. Spons Agency—Bureau of Education for th Handicapped (DHEW/OE), Washington, D.C. Pub Date 77

Note-39p

Available from-Southwestern Region Deaf-Blind Center, California State Department of Educa-tion, 721 Capitol Mall, Sacramento, California

EDRS Price MF-\$0.83 HC-\$2.06 Plus Posta Descriptors—*Auditory Evaluation, *Deaf Blind, Elementary Secondary Education, Evaluation Methods, Intervention, *Multiply Handicapped, Neurology, Perceptual Motor Coordination, *Psychological Evaluation, *Sensory Integra-tion, *Student Evaluation

Presented are proceedings of a conference which focused on basic assessment and intervention techniques for use in the education and hation techniques for use in the education and habilitation of lower functioning deaf blind and multihandicapped children. Following an introduction by D. Overbeck are papers with the following titles and authors: "Considerations in the Psychological Assessment of Deaf-Blind Children" (L. Stewart); "Audiological Assessment of the Deaf-Blind and Multihandicapped Child" (B. Franklin); "Essential Pretesting Information from Teachers" (M. Leathers); "Audiological Assessment of Deaf-Blind Children (Alternative Instrumentation)" (F. Harris): "Neurological Basis for mentation)" (F. Harris); "Neurological Basis for

Ayres' Theories of Sensory Integration" (M. Brown); "Sensorimotor Development-Normal and Abnormal" (H. Kaplan); "Developing a Sensory Integrative Team Approach" (M. Zimmersory Integrative Team Approach" (M. Zimmer-man); and "Sensory Integration Therapy" (S. Golubock). (SBH)

EC 102 709

Leon, Loretta Tong
A Community College Program for Adult Trainables: Implementation. Pub Date Apr 77

ote—16p.; Paper presented at the Annual Inter-national Convention, The Council for Excep-tional Children (55th, Atlanta, Georgia, April

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Education, *Case Studies,
College Programs, *Curriculum Design, Daily Living Skills, *Individualized Programs, Men-tally Handicapped, Post Secondary Education, *Program Descriptions, *Trainable Mentally Handicapped, Young Adults Described is the Broward Community College

program which offers practical continuing educa-tion courses, companionship, and social activities to mentally retarded young adults. The develop-ment of the program is reviewed with particular ment of the program is reviewed with particular emphasis on the implementation of a curriculum for trainable mentally retarded (TMR) students. It is reported that the students are given instruction in both old skills that were lost through lack of use and/or reinforcement and new skills needed for survival. Several cases of TMR students are given to illustrate the need for individualized programs. It is explained that the future accorate vill contain classes in leigues time. ture program will contain classes in leisure time activities, language development, community ex-ploration, and prevocational and vocational skills.

ED 146 728 EC 102 710

ED 140 120
Nazzaro, Jean N.
Exceptional Timetables: Historic Events Affecting
the Handicapped and Gifted.
Council for Exceptional Children, Reston, Va.

Note—55p.

Available from—The Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, Virginia 22091 (Publication No. 157a, \$5.00)

No. 157a, \$5.00)

Document Not Available from EDRS.

Descriptors—*Child Advocacy, *Educational Programs, Elementary Secondary Education, Exceptional Child Education, *Gifted, *Handicapped, Historical Reviews, *Legislation, *Technology*

The document provides tables covering events which affected the handicapped and gifted in the United States, along with milestones that occurred in other countries, from 1800 to the present. Historical events for each year are categorized as follows: Climate of the Times categorized as follows: Climate of the Times categorized as follows: Climate of the Times (items not necessarily related to special education but included to evoke images of the sights and sounds of the day); Advocacy and Litigation (events which include court cases and supportive movements by individuals and groups, as well as the development of professional organizations); Technology, Science, Health, and Innovation (unique methods developed by individual teachers, publications that mark new trends, and teachers, publications that mark new trends, and major breakthroughs in testing, prosthesis, and medicine); Programs (a catchall category that in-cludes individual program descriptions and statistical information about the number of productions grams in existence and the number of indivi being served); and State Policy and Federal Policy (both dealing with specific laws and prac-tices). Preceding the tables are suggestions for using the document and following the tables is an annotated bibliography. (SBH)

ED 146 729 EC 102 711

Carpenter, Pat And Others
Family Assessment and Genetic Counseling.
Pub Date Apr 77

Note—11p.; Paper presented at the Annual Inter-national Convention, The Council for Excep-tional Children (55th, Atlanta, Georgia, April 11-15, 1977); For the third paper, see EC 100

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—*Congenitally Handicapped,
*Counselor Role, *Family Counseling,
*Genetics, Handicapped Children, Prenatal In-

Presented are two papers from a panel discussion on prenatal diagnosis and genetic counseling with families. D. Blackston (director of the with families. D. Blackston (director of the Developmental Evaluation Clinic, Decatur, Georgia) points out that a concise family history, pregnancy and birth data, developmental history, careful physical examination, and appropriate laboratory studies are essential to effectively deal with handicapping conditions and to properly inform parents. In the second paper, L. L'Abate (professor of psychology and director of the Family Studies Program at Georgia State University, Atlanta) discusses the need for sharing feelings when helping families deal with hurt and pain. (SBH)

EC 102 851 ED 146 730 Attitudes Toward the Handicapped: 1977 Topical Bibliography.

Bibliography.
Council for Exceptional Children, Reston, Va. Information Services and Publications.
pons Agency—National Inst. of Education (DHEW), Washington, D.C.
ab Date 77

Note—17p.; Exceptional Child Education Resources Topical Bibliography Series Available from—The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children 1920. Association Performance of the and Gifted Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00, No. 701) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

escriptors—*Annotated Bibliographies,
*Attitudes, Discriminatory Attitudes (Social),
Elementary Secondary Education,
*Handicapped Children, Social Attitudes

Presented is an annotated bibliography containing approximately 70 citations (1972-1976) on attitudes toward handicapped persons. Developed by the Council for Exceptional Children, the bibliography usually provides the following information for each citation: author, title, source, date, pagination, availability and a brief abstract Entries are arranged according to accession number and include the ERIC (Educational Resources Information Center) document number when appropriate. (CL)

ED 146 731 EC 102 852 Early Childhood-Identification and Assessment: 1977 Topical Bibliography. Council for Exceptional Children, Reston, Va. In-

formation Services and Publications

oons Agency—National Inst. of Education (DHEW), Washington, D.C. Pub Date 77

Note—22p.; Exceptional Child Education Resources Topical Bibliography Series Available from—The Council for Exceptional Exceptional Child

Available from—The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00, No 702) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—Annotated Bibliographies, Classification, *Early Childhood Education, *Handicapped Children, *Identification, *General Children, *Identification, *Early Children, *Identification, *Early Children, *Identification, *Early Children, *Identification, *Early Children, *Identification, *Identif cation, *Early
*Handicapped Cl
*Student Evaluation

*Student Evaluation
Presented is an annotated bibliography containing approximately \$5 citations (1974-1976) on identification and assessment of handicaps in early childhood. Entries are arranged by accession number and usually provide the following information: author, title, source, date, pagination availability (including Educational Resources Information Center number), and a brief abstract. (CL)

ED 146 732 EC 102 853 Early Childhood--Programs: 1977 Topical Bibliog-

raphy.

Council for Exceptional Children, Reston, Va. In-

formation Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Pub Date 77

Note—21p.; Exceptional Child Education Resources Topical Bibliography Series

Available from—The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00, No. 703) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Disadvantaged Youth, *Early Childhood Education, *Handicapped Children, Intervention, *Program Descriptions, Program Development, *Programs

The annotated bibliography contains approxi-ately 90 citations (1972-1976) on early child-

hood programs for handicapped and disad-vantaged children. Entries are arranged by acces-sion number and usually include the following information: title, author, source, date, pagination availability (including Educational Resources Information Center number when appropriate), and a brief abstract. (CL)

ED 146 733 EC 102 854

Pub Date 77
Note—22p.; Exceptional Child Education
Resources Topical Bibliography Series
Available from—The Council for Exceptional
Children, ERIC Clearinghouse on Handicapped
and Gifted Children, 1920 Association Drive,
Reston, Virginia 22091 (\$4.00, No. 704)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Annotated Bibliographies, Contingency Management, *Emotionally Disturbed, Instruction, Intervention, Program Descriptions, *Programs, Teaching, *Teaching Methods
Presented is an annotated bibliography with approximately 100 citations (1972-1976) on teaching methods and programs for the emotionally disturbed. Entries are arranged by accession number and usually include the following information: author, title, date, source, pagination. formation: author, title, date, source, pagination, availability (including Educational Resources Intion Center number when appropriate), and a brief abstract. (CL)

EC 102 855 Gifted--identification and Assessment: 1977 Topi-cal Bibliography. Council for Exceptional Children, Reston, Va. In-formation Services and Publications.

ons Agency-National Inst. of Education (DHEW), Washington, D.C.

Note—14p.; Exceptional Child Education Resources Topical Bibliography Series Available from—The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00, No. 705) EDRS Price MF-\$0.83 HC-\$1.67 Plus Posta

Descriptors—Annotated Bibliographies, Classifi-cation, Evaluation Methods, *Gifted, *Identification, Screening Tests, *Student

Approximately 50 citations (1973 - 1976) are included in the annotated bibliography on identification and assessment of gifted children. Entries are arranged according to accession number and usually provide information on author, title, source, date, pagination, availability (including Educational Resources Information Center number when appropriate) and a brief abstract (CL) stract. (CL)

ED 146 735 EC 102 856 ED 146 735 EC 102 856
Gifted-Programs, Teaching Methods, and Curriculum: 1977 Topical Bibliography.
Council for Exceptional Children, Reston, Va. Information Services and Publications.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date 77
Notes 160. Exceptional Child Publications.

Pub Date 77
Note—16p.; Exceptional Child Education
Resources Topical Bibliography Series
Available from—The Council for Exceptional
Children, ERIC Clearinghouse on Handicapped
and Gifted Children, 1920 Association Drive,
Reston, Virginia 22091 (\$4.00, No. 706)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Annotated Bibliographies,

*Curriculum, Curriculum Design, Curriculum
Development, *Gifted, Program Descriptions,

*Programs, *Teaching Methods
The annotated bibliography contains approximately 60 citations (1973 - 1976) on programs,

teaching methods and curriculum for gifted stu-dents. The bibliography is explained to be com-posed of citations from volume eight of Excep-tional Child Education Resources. Entries are arranged according to accession number and usually provide information on author, title, source, date, pagination, availability (including Educational Resources Information Center number when appropriate) and a brief abstract.

ED 146 736 EC 102 857 Learning Disabilities—Identification and Assessment: 1977 Topical Bibliography.
Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 77

Note—18p.; Exceptional Child Education Resources Topical Bibliography Series Available from—The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia 22091 (34.00, No.707) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Annotated Bibliographies, Classification, Elementary Secondary Education, Evaluation Methods, *Identification, *Learning Disabilities, *Student Evaluation
The annotated bibliography contains approximately 65 citations on the identification and assessment of learning disabled students. It is explained that the bibliography was drawn from volume eight of Exceptional Child Education Resources. Entries are arranged according to accompany to the control of the c Resources. Entries are arranged according to ac-cession number and usually include information on title, author, date, source, pagination, availa-bility (including Educational Resources Informa-tion Center number) and a brief abstract. (CL)

ED 146 737 EC 102 858 Learning Disabilities--Programs: 1977
Bibliography.

Bibliography.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Pub Date 77

Pub Date 77

Note—18p.; Exceptional Child Education Resources Topical Bibliography Series

Available from—The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00, No. 708)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptor—Annotated Bibliographics Element

EDRS Price MF-\$0.33 HC-\$1.67 Plus Postage.

Descriptors—Annotated Bibliographies, Elementary Secondary Education, *Learning Disabilities, *Program Descriptions, *Programs

The annotated bibliography contains approximately 65 citations (1974-1976) on programs for learning disability students. Information is said to have been eathersef from volume slabt of Postage.

have been gathered from volume eight of Excep-tional Child Education Resources. Entries are ar-ranged by accession number and usually include information on author, title, source, date, nasinainformation on author, title, source, date, pagina-tion, availability (including the ERIC-Educational Resources Information Center-document number when appropriate), and a brief abstract. (CL)

ED 146 738 Ed 140 738
Learning Disabilities—Teaching Methods and Cur-riculum: 1977 Topical Bibliography.
Council for Exceptional Children, Reston, Va. In-formation Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77
Note—18p.; Exceptional Child Education
Resources Topical Bibliography Series
Available from—The Council for Exceptional
Children, ERIC Clearinghouse on Handicapped
and Gifted Children, 1920 Association Drive,
Reston, Virginia 22091 (\$4.00, No. 709)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Pestage.
Descriptors—Annotation

EDRS Price MF-90.83 HC-\$1.67 Plus Pestage.
Descriptors—Annotated Bibliographies,
 *Curriculum, Diagnostic Teaching, Educational
 Methods, Elementary Secondary Education,
 *Learning Disabilities, *Teaching Methods
 Presented is an annotated bibliography with approximately 65 citations (1974-1976) on teaching
 methods and curricula for learning disabled students. Information is explained to have been
 drawn from volume eight of Exceptional Child
 Education Resources. Entries are arranged ac cording to accession number, and usually include information on author, title, source, date, pagir tion, availability (including ERIC-Education Resources Information Center-document numb when appropriate), and a brief abstract. (CL)

EC 102 860 Mainstreaming: 1977 Topical Bibliography.
Council for Exceptional Children, Reston, Va. Information Services and Publications.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77 Note—24p.; Exceptional Child Education Resources Topical Bibliography Series Available from—The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00, No. 710) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—Annotated Bibliographies, Educational Methods, Elementary Secondary Education, *Handicapped Children, *Regular Class Placement, Student Placement The annotated bibliography includes approximately 95 citations (1973-1976) on mainstreaming exceptional students. It is reported that the

matery 93 citations (1973-1976) on mainstreaming exceptional students. It is reported that the information was gathered from volume eight of Exceptional Child Education Resources. Entries are arranged according to accession number and usually include information on author, title, source, date, pagination, availability (including ERIC-Educational Resources Information Center ocument number when appropriate), and a brief abstract. (CL)

ED 146 740 EC 102 861 Mentally Retarded--Programs: 1977 Topical Bibliography.

Bibliography.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Note—200.

Pub Date 77
Note—20p.; Exceptional Child Education
Resources Topical Bibliography Series
Available from—The Council for Exceptional
Children, ERIC Clearinghouse on Handicapped
and Gifted Children, 1920 Association Drive,
Reston, Virginia 22091 (\$4.00, No. 711)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

erno rrice MF-\$0.83 HC-\$1.67 Plus Postage.
escriptors—Annotated Bibliographies, Custodial
Mentally Handicapped, Downs Syndrome,
Educable Mentally Handicapped, Elementary
Secondary Education, *Mentally Handicapped,
*Program Descriptions, Program Development,
Program Effectiveness, *Programs, Trainable
Mentally Handicapped

Mentally Handicapped
The annotated bibliography contains approximately 90 citations (1974-1976) on programs for the mentally retarded. The information is explained to have been collected from volume eight of Exceptional Child Education Resources. Arranged by accession number, entries usually in-clude information on author, title, source, date-pagination, availability (including ERIC-Educa-tional Resources Information Center-document number when appropriate), and a brief abstract.

EC 102 862 ED 146 741 EC 102 862
Mentally Retarded—Teaching Methods and Curriculum: 1977 Topical Bibliography.
Council for Exceptional Children, Reston, Va. Information Services and Publications.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 77
Notes 176 ED 146 741

Pub Date 77
Note—17p.; Exceptional Child Education Resources Topical Bibliography Series
Available from—The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00, No. 712)
EDRS Price MF-\$0.83 Hc-\$1.67 Plus Postage.
Descriptors—Annotated Bibliographies, "Curriculum, Curriculum Guides, Custodial Mentally Handicapped, Downs Syndrome, Educable Mentally Handicapped, Elementary Secondary Education, "Mentally Handicapped," Teaching Methods, Trainable Mentally Handicapped

The annotated bibliography presents approximately 75 citations (1971-1976) on teaching methods and curricula for the mentally retarded. It is explained that the information was gathered volume eight of Exceptional Child Education Resources. Arranged by accession number, entries usually contain information on author, title, source, date, pagination, availability (including ERIC-Educational Resources Information Center-document number when appropriate), and a brief abstract. (CL)

ED 146 742 EC 102 863 criminatory Testing: 1977 Topical Bibliog-

raphy.
Council for Exceptional Children, Reston, Va. Information Services and Publications.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77
Note—13p.; Exceptional Child Exception Child Excep Education Available from—The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00, No. 713) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-30.83 HC-31.67 Plus Postage.
Descriptors—Annotated Bibliographies, *Cultural Differences, Culture Free Tests, Elementary Secondary Education, Evaluation Methods, *Handicapped Children, Minority Groups, *Nondiscriminatory Education, *Test Bias, Test Construction, *Testing Problems, Test Interpretation

terpretation
Presented in the annotated bibliography are approximately 50 citations (1974-1976) on nondiscriminatory testing of handicapped and culturally different students. Information is said to have been drawn from volume eight of Exceptional Child Education Resources. Entries are arranged by accession number and usually contain information in the contraction of the c mation on author, title, source, date, pagination, availability (including ERIC-Educational availability (including ERIC-Educational Resources Information Center-document number when appropriate), and a brief abstract. (CL)

EC 102 864 Normalization: 1977 Topical Bibliography.
Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 77

Note—16p.; Exceptional Child Education Resources Topical Bibliography Series Available from—The Council for Exceptional

Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00, No. 714)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MI-30.83 Rt.-51.07 Plus rostage.
Descriptors—*Adjustment (to Environment),
Adults, Annotated Bibliographies, Attitudes,
Elementary Secondary Education, Handicapped, *Handicapped Children,
*Normalization (Handicapped), Social Adjustment, Young Adults

The annotated bibliography contains approximately 65 citations (1973-1976) on normalization for handicapped children and adults. The information is reported to have been drawn from volume eight of Exceptional Child Education Resources. Entries are arranged by accession number and usually contain information on author, title, source, date, pagination, availability (including ERIC-Educational Resources Information Center-document number propriate), and a brief abstract. (CL) when ap-

ED 146 744 EC 102 865 Parent Attitudes and Parent Counseling: 1977

Topical Bibliography.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Pub Date 77

Note—16p.; Exceptional Child Education Resources Topical Bibliography Series Available from—The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive,

and Officed Children, 1920 Passociation Prive, Reston, Virginia 22091 (\$4.00, No. 715) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—*Handicapped Children, *Parent Attitudes, Parent Child Relationship, *Parent Counseling, Personal Adjustment Approximately 50 citations (1974-1976) are

ned in the annotated bibliography on attitudes of and counseling for parents of han-dicapped children. The information is said to have been drawn from volume eight of Excep-tional Child Education Resources. Entries are ar-ranged by accession number and usually include information on author, title, source, date, pagina-tion, availability (including ERIC-Educational Resources Information Center-document number when appropriate), and a brief abstract. (CL)

EC 102 866 Severely and Multiply Handicapped--Programs, Teaching Methods, and Curriculum: 1977 Topi-cal Bibliography.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Pub Date 77
Note—22p.; Exceptional Child Education
Resources Topical Bibliography Series

Available from—The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00, No. 716) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Curriculum, Curriculum Guides, Elementary Secondary Education, *Multiply Handicapped, Program Descriptions, *Programs, *Severely Handicapped, *Teaching

Approximately 85 citations (1972-1976) on programs, teaching methods, and curricula for the severely and multiply handicapped are in-cluded in the annotated bibliography. Entries are arranged according to accession number and usually provide information on author, title, source, date, pagination, availability (including ERIC-Educational Resources Information Centerdocument number when appropriate) and a brief abstract. It is explained that the information was drawn from volume eight of Exceptional Child Education Resources. (CL)

ED 146 746 EC 102 867 Teacher Education: 1977 Topical Bibliography.
Council for Exceptional Children, Reston, Va. Information Services and Publications. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 77

Pub Date 77

Note—21p.; Exceptional Child Education Resources Topical Bibliography Series

Available from—The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00, No. 717)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Annotated Bibliographies, Educa-tional Programs, "Handicapped Children, "Performance Based Teacher Education, Post Secondary Education, Practicums, "Teacher

The annotated bibliography on teacher education in special education provides approximately 80 citations (1974-1976). The bibliography is explained to have been developed from a search of volume eight of Exceptional Child Education Resources. Entries are arranged according to accession number and usually include information on author, title, source, date, paginiation, availa-bility (including ERIC-Educational Resources Information Center-document number when ap-propriate), and a brief abstract. (CL)

ED 146 747 EC 103 051 Moore, Jean J., Ed. Engleman, Vance S., Ed.
Programming for Handicapped Students at the
Secondary Level: Responding to Public Laws:
Administrator's Manual.

Southwest Regional Resource Center, Salt Lake City. Utah.

Spons Agency—Office of Education (Washington, D.C. Pub Date Sep 77 Contract—OEC-0-74-7893; OEC-0-7894 -Office of Education (DHEW),

Contern Sp.; A product of the Regional Resource Centers' National Topical Conference (Salt Lake City, Utah, June 21-23, 1977) EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Educational Administration, Exceptional Child Education, Exceptional Child Services, *Federal Legislation, *Handicapped Children, Job Placement, Manuals, *Program Planning, Secondary Education, Student Evaluation, Student Placement, Vocational Education

Designed in response to three pieces of legisla-tion (Public Law 94-142, Section 504 of Public Law 93-112, and vocational education legislation in Public Law 94-482), the administrator's manual provides information on planning the full spectrum of appropriate services needed in educational programs for handicapped students at the secondary level. The manual is divided into four areas: the Operational World which focuses on the development of appropriate services; the Student World which focuses on the kind of information necessary to assure appropriate student placement; the Training World (divided into pro-grams, and instructional materials and equipment sections) which focuses on the cascade of place-ment options; and the Work World which focuses on the maximizing of career options. For each or the four areas major functions and components are identified, the related statutes are cited, and recommended practices are detailed. Additional empty columns are provided for inclusion of state and regulations, and for jotting down

identified local resources. Among the functions covered in the areas are the following: personnel development, individualized educational programs, individual vocational training, adaptive equipment and adapted work settings, and job placement. Appended are a directory of contributors and a conference schedule. (SBH)

EC 103 052 ED 146 748

Harris, Kenneth L. And Others

Teacher Reference Manual for Assessment Instruments for the Severely Developmentally Imuthwest Regional Resource Center, Salt Lake

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Aug 77
Contract—OEC-0-74-7893 City, Utah.

Note-128p. EDRS Price MF-\$0.83 HC-\$7.35 Plus Posta

Disabilities. Descriptors—*Developmental Disabilities,

*Educational Disgnosis, Elementary Secondary
Education, Evaluation Methods, Preschool
Education, *Severely Handicapped,

*Standardized Tests, *Student Evaluation, Test
Construction, Testing, Test Interpretation, Test

Presented are abstracts and general information on 28 instruments useful for educational assessment of severely developmentally impaired students. An introductory section provides brief discussions on the limitations of the instruments, general rules for administering standardized tests, norm referenced tests, criterion referenced tests, standardized tests, nonstandardized tests, tracking systems, and the test battery. For each test, information is given on the following: name, author, publisher, cost, abstract, brief description of test, test construction format, test purpose, type of response, population and age, estimated time of assessment, test materials, directions for administering and scoring, and interpretation. Among the measures reviewed are the Behavioral Developmental Profile, California Preschool Social Competency Scale, Fairview Behavior Evaluation Battery for the Mentally Retarded, Teacher-Constructed Inventory of Development, and the Visual Motor Gestalt Test. Appended are a list of tests along with the addresses of their standardized tests, nonstandardized tests, tracking and the visual Motor Cestal Lest. Appended are a list of tests along with the addresses of their publishers, a sample copy of the Meyer Children's Rehabilitation Institute Early Childhood Education Program Developmental Scales, operational definitions, and suggested personnel qualifications for the administration of assessment instruments. (SBH)

ED 146 749 EC 103 053

Blackstock, Edward G.

Cerebral Asymmetry and the Development of Infantile Autism. Report No. 64.
York Univ., Downsview (Ontario).

Pub Date Jul 77

Note—29p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Autism, *Cerebral Dominance, Childhood, *Cognitive Processes, Early Childhood, Neurology, (Publications), *Theories Research

The notion that autistic children process information predominantly by strategies of the right cerebral hemisphere from birth, and unless cerebral hemisphere from birth, and unless unusual events occur, continue to be right hemisphere processors throughout their life, is examined. Evidence that suggests that cerebral dominance may be present at birth in normal humans, and that for normal humans each hemisphere of the cerebral cortex may be responsible for different kinds of information processing is presented as the context from which the new model of autistic development emerges. Two preliminary experiments involving listening preliminary experiments involving listening preferences of autistic and normal Ss (with mean preterences of autistic and normal ss (with mean ages ranging from 5 to 10 years) are cited as having tested and supported the hypothesis that the right cerebral hemisphere is more active than the left hemisphere in autistic children. Implications of the model for diagnosis and treatment of autism are presented. (Author)

ED 146 750 EC 103 054

Musick, Patricia L.

Interdisciplinary Study of Creativity and Behavior: Special Child Development.

Pub Date Aug 77

Note—17p.; Paper presented to the American Psychological Association (San Francisco, California, August 26, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Creative Art, *Creative Development, *Creative Expression, Exceptional Child Research, *Mentally Handicapped, *Multiply Handicapped, Preschool Education A study involving eight mentally retarded, multiply handicapped preschool children was conducted to determine whether atypical retarded children could develop their visual spatial and creative expressions to a level which exceeded their deficient curricular level. A base line level eir deficient curricular level. A base line level of creative ability was obtained for each S and college students participated in a creative arts college students participated in a creative arts program on a one-to-one basis with Ss. Data collection consisted of pre and post program drawings, videotapes of children's creative behavior, and questionnaire responses from student teachers. Although one child had to be dropped due to chronic illness, three children showed normal development and three showed remarkable development. One profoundly retarded child failed to develop. (SBH)

ED 146 751

EC 103 055

Fallen, Nancy H.
Young Children with Special Needs: Student Manual. Manual.
Virginia Commonwealth Univ., Richmond.

ons Agency—Virginia Developmental Disabili-ties Planning and Advisory Council, Richmond.

Note—65p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Developmental Disabilities, Early Childhood Education, Exceptional Child Edu-cation, *Individual Characteristics, *Intervention, *Student Needs, Study Guides

Intended to accompany 15 film components, the manual focuses on the nature and needs of young children with developmental disabilities and the rationale for educational intervention during the formative years. Programs cover the following topics: introduction to developmental disabilities; children at high risk; available services; diagnosis, assessment, and remediation; community resources; learning processes; motor development; language development; concept development; self help skills; social and emotional development; self nep skulls; social and emotional development; children's play; family life; health, safety, and nutrition; and parents of children with special needs. Along with a foreward, each pro-gram section includes an outline of objectives, study questions, required reading, and suggestions for additional reading. Appended are a special dictionary, a list of information resources, and bibliographic data on additional references. (SRH)

ED 146 752 EC 103 056 Preventing Mental Retardation—More Can Be Done: Report to the Congress by the Comp-troller General of the United States. Comptroller General of the U.S., Washington, D.C.

Pub Date 3 Oct 77

Pub Date 3 Oct 77
Note—113p.
EDRS Price MF-50.83 HC-\$6.01 Plus Postage.
Descriptors—Administration, Early Childhood,
Elementary Secondary Education, Etiology,
*Federal Government,
*Mentally Handicapped, Mental Retardation,
*Needs Assessment, *Prevention, Screening

Tests
Presented is a report on the current status of implementation of the Presidential goal (made in 1971) to reduce by half the incidence of mental retardation by the end of this century. Major conclusions are as follows: no major agency of the Department of Health, Education, and Welfare (HEW) has been made responsible for seeing that he coal is put into practice, coordinating efforts. (HEW) has been made responsible for seeing that the goal is put into practice, coordinating efforts, clarifying agency roles and resource commitments, and measuring progress in meeting the goal; prevention of mental retardation has not been designated an objective by HEW's agencies responsible for prevention; and systems have not been established or methods developed to assess progress in achieving the goal. Chapters focus on the following topics: mental retardation and its causes, improvements needed in HEW administration of the prevention effort, expanding newborn screening for metabolic disorders, improving prenatal cars to reduce prematurity and low birth weight, identifying persons in need of genetic testing and counseling, improving immunization levels for rubella and measles, increased screening to detect lead poisoning, expanding testing and immunization to prevent Rh disease, and improving early childhood experiences. Conclusions,

commendations, and HEW comments follow the discussion in each chapter. Appended are such items as a list of the principal HEW officials responsible for activities discussed in the report.

(DB)

ED 146 753 EC 103 057

McCormack, James E.
Motor Development: Manual of Alternative

ocedures. sachusetts Center for Program Development

and Evaluation, Medford.

Spons Agency—Massachusetts State Dept. of Education, Boston.

Pub Date 77

Note—378p.

Available from—Massachusetts Center for Pro-

Available from—Massachusetts Center for Program Development and Evaluation, 10 Hall Avenue, Medford, Massachusetts 02155 (free) EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.
Descriptors—Behavior Change, Bibliographies, "Daily Living Skills, "Electromechanical Aids, Elementary Secondary Education, Eye Hand Coordination, Manuals, "Motor Development, Operant Conditioning, Perceptual Motor Coordination, Psychomotor Skills, "Self Care Skills, "Severely Handicapped, "Task Analysis, "Care Skills, "Task Analysis, Control of the State of Care Skills, "Severely Handicapped, "Task Analysis, "Severely Methods

dination, Psychomotor Skills, "Sen Care Skills, "Severely Handicapped, "Task Analysis, Teaching Guides, "Teaching Methods
The manual of alternative procedures for teaching handicapped children focuses on programming, planning, and implementing training in the gross motor (posture, limb control, locomotion) and fine motor (facial, digital) skills. The manual consists of the following sections: specific teaching tactics commonly used in motor training stiuations including shaping, task analysis, reinstuations including shaping, task analysis, rein-forcement, and behavior management; abstracts of training programs developed by various train-ing organizations; a listing of references (articles, books, movies, filmstrips) for background infor-mation for particular areas of motor training. mation for particular areas of motor training; listings of commercially available adaptive equip-ment; and a glossary of basic terminology pertainment; and a giossary of oasic terminology pertaining to motor functioning. A major portion of the manual consists of instructional sequences for approximately 100 motor skills in the areas of facial control, head control, posture, limb control, locomotion, digital control, and bowel and bladder control. Each instructional sequence industrial to the sequence in the cludes the name of the skill, a list of prerequisite skills, a recommended instructional approa skuis, a recommended instructional approach, a list of appropriate adaptive equipment, a list of relevant abstracts, and a detailed task analysis. A listing of manufacturers of adaptive equipment is keyed to skill areas. Also included are bibliographies in the following areas: general, architectural barriers, home made equipment, media, and motor assessments. (DB)

ED 146 754 EC 103 061

Fomon, Samuel J.

Nutritional Disorders of Children. Prevention,
Screening, and Followup.
lowa Univ., lowa City. Coll. of Medicine.

Spons Agency—Health Services Administration
(DHEW/PHS), Rockville, Md.

Report No-DHEW-HSA-77-5104 Pub Date 77

Note—130p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (Stock No. 017-022-00514-0)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
Descriptors—Anemia, Blood Circulation, Body

escriptors—Anemia, Blood Circulation, Body Weight, Dentistry, Early Childhood Education, Elementary Secondary Education, Health Ser-vices, *Identification, *Intervention, *Nutrition, *Prevention, Preventive Medicine, Question-naires, Screening Tests, *Special Health Problems

nares, Special reating and a special reading and a special reading

presents discussions of obesity, atherosclerosis, dental caries, and iron-deficiency anemia preven-tion. The text includes graphs, sample question-naires, tables, and illustrations. (SBH)

ED 146 755 EC 103 062 The PASS Model Project: Administrative Hand-EC 103 062

George Peabody Coll. for Teachers, Nashville,

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [76] Contract—G00-76-05795

Note—49p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—"Delivery Systems, Demonstration Projects, Educational Diagnosis, Elementary Secondary Education, *Identification, Inservice Teacher Education, *Interagency Cooperation, *Learning Disabilities, Parent Participation, *Program Descriptions, *Student Evaluation Identifiers—Project Pass, *Psychoeducational Agency School System Project, a collaborative effort between the Metropolitan Nashville Public Schools and the Child Study Center of George Peabody College for Teachers to demonstrate

Schools and the Child study Center to Google Peabody College for Teachers to demonstrate how agency and school system resources may be combined in an integrated service delivery system for learning disabled (LD) students. The interfor learning disabled (LD) students. The inter-vention approach is explained to combine the three theoretical perspectives of behavioral developmental theory, transactional theory, and developmental theory. The model is reported to involve three major thrusts: expanded and im-proved educational diagnostic services which as-sess the child's academic strengths and weak-nesses as well as his learning and behavior style; increased parental involvement in diagnostic and increased parental involvement in diagnostic and placement processes; and individual teacher training and support systems for each teacher involved with LD children. Sections address the following with LD children. Sections address the following project components: in-project coordination; diagnostic liaison; coordination and interdependence between the agency and school systems selection criteria; number served; reevaluation of LD students already being served; referral process; screening process; diagnostic procedure (which includes assessment, prescription, and observation and baseline); liaison services; benefits of the model; teacher and staff training and the diagnostic battery. A sample diagnostic summary report for a fourth grade student is also given.

EC 103 063

Daniels, Carol B., Comp.
Special Education Market Report.
National Center on Educational Media and
Materials for the Handicapped, Columbus,

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Report No.-NC-77.802
Pub Date May 77
Contract—300-72-4478

Note-15p.

Available from—Publication Sales Division, Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210

Columbus, Ohio 43210
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Demography, Elementary Secondary Education, Exceptional Child Education, Federal Legislation, Financial Support,
*Handicapped Children, Instructional Materials, *Marketing, Preschool Education, *Special Education, *Statistical Data Identifiers—*Education for All Handicapped Children, Act.

Children Act

Children Act
The booklet provides general information on the special education market, with attention given to the relationship to the overall education market. Statistics are presented which relate to the amount of doilars spent in the field; reasons for difficulty in marketing media and materials for handicapped learners; allocation of funds as specified by P.L. 94-142 (Education of All Handicapped Children Act); the national budget; and the number of handicapped children (served and unserved). Also given is a list of information sources. (SBH)

ED 146 757 EC 103 064 ED 140 757

Hopkins, Mary A. Brock, Robert J.

Menomonia/UW-Stout TMR Program: A Vocational/Life Function Performance Based Criterion Referenced Curriculum. Menomonie Public Schools, Wis.; Wisconsin Univ. - Stout, Menomonie.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.

Pub Date Nov 77

Note—300p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Community Role, *Curriculum

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.
Descriptors—Community Role, "Curriculum
Development, Daily Living Skills, Elementary
Secondary Education, Mentally Handicapped,
"Performance Based Education, "Program
Descriptions, "Trainable Mentally Handicapped, "Vocational Education, Work Study
Programs

Programs
Described in the discussion draft is a performance based criterion referenced curriculum for teaching vocational skills to trainable mentally retarded (TMR) students which was developed jointly by the University of Wisconsin at Stout and the Menomonie Public School Administration. Explained in the introduction are three evaluation inventories in the areas of adjustment chavior, and skills. A section on needs analysis tenavior, and suits. A section on needs analysis lists questions on the student population, parental reaction, teaching staff and operational plan, facilities and materials, community resources, and the evaluation procedure. The following section, on facilities and materials, includes ratings of current program items and a suggested procedure for purchase proposal. Parental contacts, meetings, tours, presentations, and the advisory committee are discussed in the section on public relations. are discussed in the section on public relations. Reported in the section on community employment are objectives and procedures related to the community occupational survey, the TMR program introductory letter and survey, personal contact with employers, and job analysis. Considered in the section on evaluation are the evaluation format, the evaluation process, work evaluation, the design of "work skills" evaluation forms, sample work evaluation, work adjustment, and the complete evaluation form (for adjustment, behavior, and skills). The final section on the TMR curriculum in vocational education exthe TMR curriculum in vocational education examines instruction goals, scheduling for individualized instruction, instruction content, and a sample curriculum. Appended are brief descrip-tions of various work batteries and an evaluation of their suitability for use with TMR students.

ED 146 758

EC 103 073

ED 140-758 EC 103-073

Coy, Michael N.

A Study of the Post-School Adjustment of Special
Education Students with a View to Initiating
Adult-Education Programs. Final Report.
(Special Education Research Programs: Educational Improvement for the Handicapped).

Merced County Schools, Calif.

Spons Agency—California State Dept. of Educa-tion, Sacramento. Div. of Special Education.

Note-198p.

Note—198p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Adjustment (to Environment),

*Adult Education Programs, Adults, Employment, Exceptional Child Research,

*Handicapped, *Needs Assessment, Post
Secondary Education, Surveys, Vocational Education

Presented is the final report of a study on the post-school adjustment of special education stu-dents, with emphasis on the feasability of initiat-ing adult-education programs to meet these in-dividuals' needs. Research procedures are re-ported as involving the assessment of han-dicapped adults' post-school adjustment, needs, and priorities using a survey questionnaire during personal interviews; assessment of interest, commitment, and available resources which exist among public and private county-based groups, agencies, and businesses; and assessment of existing adult programs throughout the state and out-of-state. Among findings (which are detailed in table form) are that the majority of the respondents are unemployed or employed through one of the two sheltered workshops; that 89.1% of the interviewees desire further training; and there is a need for increased recreational opportunities for handicapped adults. Also provided are findings of the community and out-of-county surveys. Implications of the study are noted to include the need to broaden the concept of vocational training and and priorities using a survey questionnaire during to broaden the concept of vocational training and to disregard popular ideas about intelligence which have resulted in inappropriately low levels of expectation for the mentally handicapped. Ap-pended are sample copies of the post-school followup survey, community survey, out-of-county survey, nurses' survey on adult handicapped needs, and Schelby Center Teachers' Survey.

Steinaker, Norman Harrison, Marilyn Measuring Experiences Through the Experiential Taxonomy: A Research Study in Special Educa-

Ontario-Montclair School District, Ontario, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Div. of Special Education. Pub Date Jun 76

Pub Date Jun 76
Note—423p.; Best copy available
EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.
Descriptors—*Academic Achievement, Academically Handicapped, "Curriculum Development,
"Educable Mentally Handicapped, Elementary
Education, Exceptional Child Research,
"Formative Evaluation, "Learning Disabilities,
Mentally Handicapped, "Taxonomy
Described is a project to determine the effectiveness in increasing educationally handicapped
(EH) and educable mentally retarded (EM) student achievement using a taxonomically based curriculum keyed to the experiential taxonomy, attaxonomy which deals with human activity from a

taxonomy which deals with human activity from a gestalt perspective. Following an introductory chapter, Chapter II provides background on the experiential taxonomy and lists the taxonomy's categories (which include exposure, participation, and identification). Outlined in Chapter III is the and identification). Outlined in Chapter III is the development of the goals, objectives, activities, texts and concrete materials, and evaluation components of five curriculum areas: mathematics, ponents of the curriculum areas: mathematics, reading, spelling, communication skills, and social development. Chapters IV and V report on procedures and findings of the study to determine the effectiveness of the curriculum in terms of student achievement with EH and EMR students ranging in age from 6 to 14 years. Appended are curriculum goals, a table on the curriculum, a student record definition table, sample tests for each area along with sample evaluation and record sheets, and tables giving descriptive statistics. (SBH)

EC 103 075
n Evaluation Design for the Educational Programs for Pupils Who Are Orthopedically Handicapped. EC 103 075

dicapped.
South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.

Note—75p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Adopted Physical Educati

escriptors—Adapted Physical Education, *Behavioral Objectives, Creative Art, Elemen-Tary Secondary Education, Fine Arts, Language Arts, Leisure Time, Mathematics, Physical Education, *Physically Handicapped, Prevoca-tional Education, Records (Forms), Sciences, Self Concept, Sensory Experience, Social Stu-dies, *Student Evaluation, Vocational Educa-

The booklet provides forms for the teacher of the orthopedically handicapped to use in syste-matically collecting data and designing an ap-propriate educational blueprint for each student. Pupil development assessment sheets include columns for recording assessment date, date of columns for recording assessment and comments for mastery, level of achievement, and comments for vioral objectives. Objectives are provided for the following areas (sample behavioral objectives are in parentheses): language arts (identify a picture after hearing a description); (useruly a picture atter hearing a description); mathematics (understand the concepts of time on the hour); science (answer questions relative to a scientific article); social studies (appreciate holiday customs and traditions); fine arts (participate in a play); sensory experiences (create a design through printing); creative arts (create a design through printing); creative arts (create a pottery sculpture); prevocational (manipulate a stapler); vocational (evaluate clothing needs); physical education (throw a ball); adapted physical education (perform a motor task); self help/self concept (complete a family tree); life experiences (utilize the services of a library); and leisure time activities (enjoy fishing). (SBH)

ED 146 761 EC 103 076 Recommended Procedures for the Administration of Special Education Programs in Oregon. Volume I: Procedures and Forms.

Oregon State Dept. of Education, Salem. Special Education Section.; Oregon Univ., Eugene. Northwest Regional Resource Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Sep 77 Contract—OEC-0-74-7891

Contract—OEC-0-74-7891
Note—87p.; For Volume II, see EC 103 077;
Pages 53 to 60 may be marginally legible due
to size of type
Available from—Special Services Division, State
Department of Education, School for the Blind,
700 Church Street, S.E., Salem, Oregon 97310,
Attention: Ray Rothstrum (\$4.00 each; \$8.00

EDRS Price MF-\$0.83 HC-\$4.67 Plus Po Descriptors—Elementary Secondary Education, Exceptional Child Education, *Federal Legisla-Guidelines, *Handicapped Children, fication, Individualized Programs, tion, Guidennes, Franciappe (Identification, Individualized Programs, Program Administration, Program Develop-ment, Program Evaluation, Records (Forms), Referral, Student Evaluation, Student Place-

Identifiers-*Education for All Handicapped

Identifiers—*Education for All Handicapped Children Act, *Oregon Presented in the first of two volumes are procedures and forms designed to assist Oregon school districts in complying with P.L. 94-142 (Education of All Handicapped Children Act) in developing special education programs. The volume is divided into six sections: preliminary steps, screening, referral, multi-disciplinary assessment, individualized education program (IEP) development/placement, and IEP and placement review. Each of the six sections include a brief introduction describing content and a rationale for review. Each of the six sections include a brief in-troduction describing content and a rationale for procedures. Procedures are displayed in columns entitled Steps (procedural, well sequenced steps a district might follow in screening, referral, assess-ment, IEP development and annual review), Who (the person within the district who would have (the person within the native would have the responsibility for completing the step), When (the time frame in which the activity is to be completed), and Guidelines/Comments (which refers the user to Volume II--Support Packages and provides comments which emphasize or verify an important point). Procedures/steps that are required under federal and/or state law have been shaded. Also provided are procedures flow chart, a set of suggested forms to accompany procedural steps, and a glossary of terms. (SBH)

ED 146 762 EC 103 077 ended Procedures for the Admi of Special Education Programs in Oregon. Volume II: Support Packages. Oregon State Dept. of Education, Salem. Special

Education Section.; Oregon Univ., Eugene. Northwest Regional Resource Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Sep 77

Contract-OEC-0-74-7891

Note-250p.; For Volume I, see EC 103 076 Note—230p.; For Volume 1, see E. 103 070 Available from—Special Services Division, State Department of Education, School for the Blind, 700 Church Street, S.E., Salem, Oregon 97310, Attention: Ray Rothstrum (\$4.00 each; \$8.00

EDRS Price MF-\$0.83 HC-\$12.71 Plus P Descriptors—Elementary Secondary Education, Exceptional Child Education, *Federal Legisla-

Exceptional Child Education, *Federal Legislation, Guidelines, *Handicapped Children, Identification, Individualized Programs, *Program Administration, *Program Development, Records (Forms), Referral, Student Evaluation, Student Placement Identifiers—*Education for All Handicapped Children Act, *Oregon Presented in the second of two volumes are support packages designed to assist Oregon school districts in complying with P.L. 94-142 (Education for All Handicapped Children Act) in developing special education programs. The volume is divided into six sections: preliminary steps, screening, referral, multi-disciplinary assessment, individualized education program (IEP) development/placement, and IEP and placement development/placement, and IEP and placement review. Each of the six sections include a brief introduction describing content and a rational procedures. Four types of support packages are provided: Forms (the same forms found in Volume I but in some instances with directions for their completion); Concept Papers (which include discussions of certain issues raised in the procedures or in the law and rationales for recommended and required activities); Suggested Procedures (which provide further discussion of how a step might be implemented); and Informational Descriptions (examples of procedures or techniques which might be used in implementing the steps). A glossary of terms is also provided. It is suggested that the user become familiar with Volume I before using Volume II. (SBH)

ED 146 763 EC 103 078 Research Involving Children: Report and Recom-

mendations.
Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, Washington, D.C.
Report No-DHEW-OS-77-0004
Pub Date 77
Note: 1459-

Note—168p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Behavioral Science Research,

*Child Advocacy, *General Education,

*Handicapped Children, *Research Methodology, *Research Problems

Presented are the rejent and recommendations of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research regarding the involvement of children Research regarding the involvement of children in research, with particular emphasis on P.L. 93-348. Following an introductory section, containing definitions of terms relevant to the report, are ing definitions of terms relevant to the report, are 10 recommendations along with comments which cover such areas as criteria for approving research involving children, parental or guardian permission, and guidelines for children who are wards of the state. Nine chapters address the fol-lowing issues: reasons why children are involved as research subjects (which include the lack of an alternative population); the nature and extent of research involving children; survey of review and consent procedures: views presented at public consent procedures; views presented at public hearings; a psychological perspective on the issue; legal issues; ethical issues; and statements of members of the Commission regarding the recommendations. (SBH)

ED 146 764 EC 103 079

Ballard, Joseph Public Law 94-142 and Section 504--Understanding What They Are and Are Not. ouncil for Exceptional Children, Reston, Va.

Note—19p.

Available from—The Council for Exceptional
Children, Unit 9, 1920 Association Drive,
Reston, Virginia 22091 (first copy free; 2-9 copies \$.50 each; 10 or more \$0.40 each; pre-

EDRS Price MF-\$0.83 Plus Postage. HC Not

DRS Price MF-30.83 Plus Postage. HC Not Available from EDRS. Descriptors—Child Advocacy, Civil Liberties, Elementary Secondary Education, "Federal Legislation, Financial Support, "Handicapped Children, Management, Preschool Education dentifiers—"Education for All Handicapped Children Act, "Vocational Rehab Act Amendments 1973 Section 504 Identifiers

ments 1973 Section 504
Presented in question and answer format is information on Public Law 94-142 (Education for All Handicapped Children Act) and Section 504 (the basic civil rights provision with respect to terminating discrimination against handicapped citizens). Questions are divided into sections which cover general information, rights and protections, fiscal information, and management. Also provided is a P.L. 94-142 timetable for service and funding. (SBH)

ED 146 765 EC 103 080 Programming for the Emotionally Handicapped: Administrative Considerations. A Document for

Administrative Considerations. A Document for Planning.

Coordinating Office for Regional Resource Centers, Lexington, Ky.; Mid-East Regional Resource Center, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 77

Contract—OEC-0-74-7903; OEC-0-7894

Contract—OÉC-0-74-7903; OEC-0-7894
Note—129p.; Proceedings from a conference sponsored by the Mideast Regional Resource Center and Coordinating Office for Regional Resource Centers (May 17-19, 1977)
EDRS Price MF-\$-0.83 HC-\$7-35 Plus Postage.
Descriptors—Autism, Behavior Problems, Child Abuse, Conference Reports, Contingence Management, *Educational Programs, Elementary Secondary Education, *Emotionally Disturbed, Neglected Children, Parent Role, *Program Administration, *Program Descriptions, *Services, Teaching Methods

Presented are 10 papers given at a conference on the design and implementation of comprehen-sive educational programs and the delivery of resive educational programs and the delivery of re-lated services to emotionally handicapped chil-dren. Entries include the following titles and authors: "Seriously Emotionally Disturbed Chil-dren" (J. Spence); "The Rutland Center-Developmental Therapy Model: A Practical Model for Emotionally Disturbed Children" (A. Beardsley); "Involving Parents of Severely Emo-tionally Disturbed Children in the Treatment Process" (P. Simseap), "Administrativa Logistical Process" (P. Simseappel Process") tionally Disturbed Children in the Treatment Process" (R. Simpson); "Administrative, Logisti-cal and Fiscal Considerations in the Implementa-tion of CORBEH's (Center at Oregon for Research in the Behavioral Education of the Han-dicapped) Behavior Management Packages for the Remediation of Specific Classroom Behavior Disorders" (H. Walker); "The Administration of an Agency that Recognizes It Cannot Be All Things to All Children and Their Families: An Ecological Approach" (D. Hartstem); "Controlling Academic and Social Performance Using an Instructional Delivery Approach" (Gickling); "The Bailey Program for Severely Disturbed Adolescents" (B. McDonald and A. Evans); "Division TEACCH (Treatment and Education of Autistic, psychotic and related Communications handicapped CHildren): Toward a Statewide Network of Public School Services for the Austistic Child and His Family" (L. Marcus, et al.); "Cooperative Programing for Behavior Disordered Students: A Model Program" (C. McCormick); and "Child Abuse And Neglect: An Educational Concern" (M. McCaffrey). Among appendixes are descriptions of 24 programs servthat Recognizes It Cannot Be All appendixes are descriptions of 24 programs serving the emotionally handicapped and a list of materials displayed at the conference. (SBH)

ED 146 766 EC 103 081

Walker, Jeanette, Ed.
Functions of the Placement Committee in Special
Education: A Resource Manual.
National Association of State Directors of Special

Education, Washington, D.C. Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 76

-106p.; For related information, see EC

Note—1095, For related information, see Ed.
103 082; Some figures and part of Appendix
may be marginally legible
Available from—National Association of State
Directors of Special Education, 1201 16th
Street, Northwest, Washington, D.C. 20036

(\$3.50) EDRS Price MF-\$0.83 HC-\$6.01 Plus Por EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—Check Lists, Elementary Secondary
Education, *Federal Legislation, *Handicapped
Children, *Individualized Programs, *Program
Administration, Resource Guides, State
Legislation, *Student Placement
Identifiers—*Education for All Handicapped
Children Act

Children Act

Intended for local school district and state edu-Intended for local school district and state edu-cation agency personnel, the resource manual provides a guide for placement committees to fol-low in fulfilling their responsibilities, especially in developing individualized education programs (IEPs) for handicapped children, and a guide for those responsible for training placement commit-tees in meeting federal and state requirements. An introductory section presents an overview of Public Law 94-142 (Education for All Han-dicanped Children Act) as it relates to the use of dicapped Children Act) as it relates to the use of a placement committee and to the development of IEPs, and an introduction to the functions of the placement committee. Following sections the piacement committee. Following sections cover each committee function separately, and contain a short checklist designed to guide the committee through each function and more detailed information on that function. Also included is a section containing only an activity checklist, to be used to guide the committee through all of its functions in sequence. Appended are additional resources such as samp state guidelines, forms, due process procedures, and suggestions for preparing Individual Imple-mentation Plan forms. (SBH)

ED 146 767 EC 103 082

ED 140-767 EC 103-082

Norman, Michael, Ed.

Guide for Trainers: A Resource for Workshops on
Developing Individual Education Programs.

National Association of State Directors of Special
Education, Washington, D.C.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 77

Note—170 - For released information, see EC

Note-179p.; For related information, see EC

Available from—National Association of State Directors of Special Education, 1201 16th Street, Northwest, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.
Descriptors—Administrator Education, *Decision
Making Skills, Educational Programs, Elementary Secondary Education, *Federal Legislation, *Handicapped Children, *Individualized
Programs, Instructional Materials, Instructional
Media, *Program Development, Program
Evaluation, Program Guides, Program
Planning, *Workshops
Identifiers—*Education for All Handicapped
Children Act EDRS Price MF-\$0.83 HC-\$10.03 Plus Po

Intended for local education agency personnel, the trainer's manual provides information on a tested, workable training process and materials to be used in the training of placement committees for decision-making in the development of in-dividualized education programs (IEPs) under Public Law 94-142 (Education for All Handividualized education programs (LETS) unsur-public Law 94-142 (Education for All Han-dicapped Children Act). Covered in the first sec-tion are instructions for planning, conducting, and evaluating the workshop. The bulk of the document consists of appended materials which include the following: a list of materials and media available from the National Association of Section Discatole for Sectial Education, instructions State Directors of Special Education, instructions State Directors of Special Education, instructions for decision-making exercises, large type copies of IEP provisions in P.L. 94-142 to be used for transparency displays, a suggested simulation in the writing of long-term goals and short-term objectives, IEP simulation activities, and sample evaluation forms. (SBH)

ED 146 768 EC 103 083 ED 146 768

EC 103 083
The State Directors of Special Education: A Summary of Descriptive Information Collected by the National Office, 1977.
National Association of State Directors of Special Education, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 77

Pub Uste 17.
Note—26p.
Available from—National Association of State
Directors of Special Education, 1201 16th
Street, Northwest, Washington, D.C. 20036
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors.—*Administrative Personnel, Administrator Background, Administrator Qualifications, *Handicapped Children, Salaries, *Special Education, State Officials, State Surveys, *Surveys Presented is information from responses to a

1977 survey of salaries, education and experience of state directors of special education. It is exof state directors of special education. It is ex-plained that the survey, undertaken by the Na-tional Association of State Directors of Special Education (NASDSE), was designed to update two previous NASDSE studies. Among data presented in 23 tables are listings of current state directors of special education, age and sex dis-tribution, number of professional and clerical staff persons supervised, length of employment, salaries type of internship and work hours sersalaries, type of internship, and work hours per week and days per year. (CL)

ED 146 769 EC 103 084 Developing the Compliance Monitoring System in Special Education. A Process Manual for State and Local Education Agencies. National Association of State Directors of Special

Education, Washington, D.C.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 77

Note-272p.; Some parts may be marginally legi-

ble due to print quality of original
Available from—National Association of State
Directors of Special Education, 1201 16th
Street, Northwest, Washington, D.C. 20036

(\$3.00) EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage. Descriptors—Elementary Secondary Education, Federal Legislation, *Handicapped Children, Information Systems, Reports, *State Standards, *State Surveys Identifiers—Education for All Handicapped Chil-

Presented is a manual designed to help state and local education agencies develop monitoring systems for special education services. A brief introductory section reviews the concept of monitoring compliance as set forth in P.L. 94-142, the Education for All Handicapped Children Act. Described are seven steps involved in developing such a system: identifying sources of authority, establishing a rationale, determining standards, developing methods and procedures, developing materials, conducting monitoring, and reporting the results. The bulk of the document is composed of examples form the states, including general procedures, guidelines for on-site monitoring, data forms (such as questionnaires, toring, data forms (such as questionnaires, checklists, and interviews), and reporting and fol-lowup techniques. (CL)

ED 146 770 EC 103 089 State of Connecticut Commission on the Deaf an Hearing Impaired Annual Report, 1976-1977. Pub Date 77

Note—22p.; Best copy available EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptor—Annual Reports, "Aurally Han-dicapped, Counseling, Deaf, Deaf Interpreting, Hard of Hearing, Job Placement, Referral, "State Agencies, "State Programs Identifiers—Connecticut

The annual report describes the 1976-1977 activities of Connecticut's Commission on the Deaf and Hard of Hearing, a statewide coordinating agency. Discussed are the following aspects of the Commission: population served, interpretive services, counseling and referral, and job develop-ment and placement. It is stated that the Commission, in its 3 years of existence, has developed a nationwide reputation for quality services to deaf and hard of hearing persons. (CL)

EC 103 354 Teaching Gifted Students Social Sciences in Grades Seven Through Nine.
California State Dept. of Education, Sacramento.

Office of Curriculum Services.

Spons Agen:y—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Pub Date 77

Note-56p.

Available from—Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 (\$0.65) EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

escriptors—Anthropology, Class Activities, *Gifted, Interpersonal Competence, Junior High Schools, Psychology, Secondary Educa-tion, *Social Science Research, *Social Sciences, Sociology, *Teaching Methods Intended for use by teachers, consultants and

administrators, the booklet discusses social science instruction for gifted students in grades 7-9. An introductory section provides an overview of goals and parameters of the social sciences or goats and parameters of the social sciences (psychology, sociology, and anthropology). The scientific research process is described in terms of five steps, and sample questions designed to help students communicate research hypotheses are given. A third chapter provides examples of applied research skills in anthropology, ontogeny, and advicement Described. and phylogeny. Described are methods to heighten student awareness of justice through examination of the Bill of Rights. A final chapter considers the field study method of developing creative approaches in interpersonal relationships.

ED 146 772

Science: Curriculum Guide for Teaching Gifted Children Science in Grades One Through Three: A Sample Ecology Unit.

California State Dept. of Education, Sacramento. Office of Curriculum Services.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 77

Note—40b. ED 146 772 EC 103 355

0

Pub Date //
Note—40p.

Available from—Publication Sales, California
State Department of Education, P.O. Box 271,
Sacramento, California 95802 (\$0.65)

EDRS Price MF-50.83 Plus Postage. HC Not

EDRS Price MF-\$0.83 Plus Postage. HC Not Avallable from EDRS. Descriptors—Behavioral Objectives, Curriculum Guides, Ecology, Elementary Education, "Gifted, "Lesson Plans, "Natural Sciences, Primary Education, "Science Activities, "Science Curriculum, Sciences, Science Units The natural science curriculum guide for gifted primary students includes a sample teaching-learning plan for an ecology unit and eight sample lesson plans. Chapter One provides an overview of the unit, a review of behavioral objectives, and a list of concepts and generalizations.

The second chapter cites a teaching-learning plan dealing with such aspects of ecology as animal movement, seed dispersal, and erosion. Sample lesson plans in the final chapter contain information on behavioral objectives, teaching strates suggested activities, and resource materials. (CL)

FL

ED 146 773 FL 008 694

P. Coo 894
Benseler, David P., Ed.
Proceedings, Pacific Northwest Council on Foreign
Languages, Volume 27, Part 2: Second Language Teaching, Pedagogy and Linguistics.
Pacific Northwest Council on Foreign Languages,

Pub Date 76

Pub Date 76
Note—191p; Proceedings of the Annual Meeting
of the Pacific Northwest Council on Foreign
Languages (27th, Seattle, Washington, April
23-24, 1976); Some parts may be marginally
legible due to small print
Available from—Rex C. Dahl, Business Manager,
PNCFL Publications, Dept. of Modern Languages, Montana State University, Bozeman,
Montana 59715 (for non-members, \$7.50 plus
shipoing charges)

shipping charges)
EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.
Descriptors—Adult Education, Career Education,
Communicative Competence (Languages), Cultural Education, Dialects, Error Analysis (Language), Ethnicity, French, German, Gram-mar, Instructional Materials, Interdisciplinary Approach, *Language Instruction, Language Proficiency, Language Tests, Language Usage, *Linguistic Theory, Literature, Mexican Americans, Minority Groups, Portuguese, Quechua, *Second Language Learning, Semantics, Sociolinguistics, Spanish, Teacher Attitudes, *Teaching Methods, Testing, Textbooks, Transformation Generative Grammar, Vocabulary

Identifiers-Language Dominance The forty papers that make up the second part of the proceedings of the twenty-seventh annual meeting of the Pacific Northwest Council on Foreign Languages cover a wide range of topics relating to foreign language teaching and lin-guistic theory: the interdisciplinary approach to second language instruction, individualized instruction, foreign language education for adults, communicative competence in second languages, textbook selection, audiovisual aids, culture instruction, vocabulary expansion, generative gram-mar and dialect differences, sociolinguistic considerations in second language teaching, gram-mar, the preparation of concordance data, study abroad, language testing, error analysis, language dominance assessment, and ethnicity. (CLK)

ED 146 774

Harada, Kazuko I. The Acquisition of Passive, Causative, and "te moraw" Constructions in Japanese: A Case Study on a Two-Year-Old. Pub Date 77

FL 008 886

Note-17p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—"Child Language, Comprehension Development, Deep Structure, Error Analysis (Language), Grammar, *Japanese, *Language Development, Language Research, Preschool Children, Psycholinguistics, Semantics, *Sentence Structure, Surface Structure, *Syntax, Verbs

"Syntax, Verbs

The development of production and comprehension by one two-year-old girl of three Japanese constructions (passives, causatives, and "te moraw"), which have similar surface configurations "NP ga NP ni V ("rare"/ "sase"/ "te moraw") TENSE," is investigated through elicited imitations and responses to the investigator's questions about the content of material sentences after the repetition task. Results are examined in terms of such factors as length, reversibility, embeddedness, and lack of correspondence in grammatical relations between deep and surbility, embeddedness, and lack of correspondence in grammatical relations between deep and surface structures, which have been proposed to explain the difficulty of the acquisition of other sentences. It was observed that the embeddedness of sentences does not play a significant role in the comprehension of these constructions. Rather, semantic factors such as the participation of the causer in the action denoted by the embedded verbs and the reversibility of sentence (in the case of passives and "te moraw") contribute to the complexity of sentences. It is also pointed out that a word order strategy which interprets the first NP as the agent of a verb and the second one as beneficiary, which was established on the basis of comprehension of simple sentences, is also employed in the comprehension of "te moraw" at this stage of development. (Author/AM)

ED 146 775

FL 008 891

Taylor, Mary S. Values Clarification in EFL.

Pub Date 76

Pub Date 76
Note—12p.
Journal Cit—Cross Currents; p130-140 Aut 1976
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Anxiety, "Communication Skills,
"Communicative Competence (Languages),
Cultural Differences, Decision Making Skills,
Educational Innovation, Educational Objectives, "English (Second Language), Humanistic
Education, Interviews, Japanese, "Language Instruction, Learning Theories, "Personal Values,
Second Language Learning, Sentences, Skill
Development, Speech Skills, "Teaching
Methods

Identifiers-Japan, *Values Clarification

Identifiers—Japan, "Values Clarification
This paper briefly outlines the theory and
development of Values Clarification and explores
its possible applications to English as a foreign
language (EFL). The five basic types of Values
Clarification exercises are discussed: (1) interviewing, (2) rank-ordering, (3) forced choice, (4)
values continuum, and (5) sentence completion.
The theory and exercises are then examined to
discover how they can decrease the student's fear office over how they can decrease the student's fear of making mistakes, provide meaningful discussion topics, and increase the student's skill in using English as a tool of communication. The particular usefulness of these exercises in teaching EFL to Japanese students is considered, and suggestions are given on how to use the exercises in the EFL classroom. (Author/CFM)

ED 146 776

FL 008 921

Ed) 140 776

Silde Materials for Teaching Kanji to No Japanese Students. Annual Reports, Vol. 2. International Christian Univ., Tokyo (Japan). Pub Date Feb 77

Note-13p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postag Descriptors—*Alphabets, Audiovisual Aids, Error Analysis (Language), Independent Study, In-dividual Study, *Japanese, *Language Instruc-tion, Questionnaires, *Second Language Learn-ing, *Slides, Teacher Developed Materials, Teaching Methods, *Visual Aids, Written Lan-

guage Identifiers—*Kanji

Identifiers.—*Kanji
An analysis of Kanji errors made by students of
Japanese at International Christian University
over a period of a year, as well as answers to a
questionnaire on Kanji study, indicate that the
learning of Kanji relies greatly on individual work
outside of class. A method is presented which
uses slides to enable students to study Kanji on
their own. On the average, there are six or seven
slides to a Kanji, and these are presented in the
following sequence: (1) presentation; (2) comparison with similar Kanji; (3) breakdown into
components; (4) demonstration of stroke order;
(5) use of the Kanji in context; (6) origin of the
Kanji; and (7) miscellaneous information. This
method is flexible, as it can be used with any texand on any level. Student reaction was favorable
to using the slides both for groups and for individual study. (AM)

ET: 146 777 FL 008 939

Canale, Michael And Others

Recherches en Dialectologie Franco-Ontarienne.
(Research in Franco-Ontarian Dialectology.)

Working Papers on Bilingualism, No. 14.
Ontario Inst. for Studies in Education, Toronto.

Bilingual Education Project.

Pub Date Oct 77

Note—220. For selected description.

Pub Date Oct 77

Note—22p.; For related documents, see FL 008
940-942; in French.

Available from—Billingual Education Project, The
Ontario Institute for Studies in Education, 252
Bloor St. West, Toronto, Ontario, Canada M5S
1V6 (as long as supply lasts).
EDRS Price MF-40.83 HC-51.67 Plus Postage.
Descriptors—Dischronic Linguistics, *Dialect
Studies, *French, Language Research, Language Usage, *Language Variation, Linguistic
Theory, *Morphology (Languages), Nonstan-

dard Dialects, Regional Dialects, Sociolin-guistics, *Verbs Identifiers—Ontarian French, *Ontario

This study examines the use of the auxiliaries "avoir" and "etre" and of the prefix "re-" in the speech of Franco-Ontarian students. It is found that the tendency to use non-standard constructions such as "jai arrive en retard" and "je vais remettre la roue "back" has its origins in historical dialects of French. It would appear, then, that contact with English plays a smaller role than the relative isolation of Ontarian French from Standard French of the continent. Many researchers and educators seem not to be aware of the capacity for change that exists in the spoken French of Ontario. (Author/CLK)

ED 146 778 FT. 008 940

Doyle, Anna Beth And Others Some Issues in the Assessment of Linguistic Con-sequences of Early Bilingualism. Working Papers on Bilingualism, No. 14. Ontario Inst. for Studies in Education, Toronto.

Bilingual Education Project.
Pub Date Oct 77

Note-11p.; For related documents, see FL 008 939-942

Available from—Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-50.83 HC-\$1.67 Frus Postage.
Descriptors.—*Bilingualism, Bilingual Students,
*Child Language, *Cognitive Processes,
*Language Development, Language Proficiency, *Language Research, Language Skills, Language Usage, Linguistic Theory, Preschool
Children, *Second Language Learning, Syntax,
Vocabulary. Vocabulary

The present paper discusses some linguistic correlates of early bilingualism, correlates which have implications for first cognitions about language. The paper also touches on the question of what linguistic environments are optimal for the what linguistic environments are optimal for the very young child to acquire two languages fluently, testing the importance of a one-speaker/one-language presentation style. The validity of some measures of early bilingual fluency is also discussed. Data from two separate replications are presented. Thirteen bilinguals with mean age of 30 months are compared with matched monolingual controls on age of first word, receptive vocabulary, and general language development. Subsequently, 22 balanced bilinguals (mean age 51 months) are compared with monolingual controls on age of first word, receptive vocabulary of vocabulary of vocabulary of first word, receptive vocabulary of voca guals (mean age 51 months) are compared with monolingual controls on age of first word, receptive vocabulary, syntactic maturity and verbal fluency. The results suggest that bilingual preschoolers are not delayed in age of first words, may lag slightly in the acquisition of lexical items, but may be superior in ideational fluency. There is no evidence that the bilingual child's languages must be separated by speaker or location for optimum vocabulary growth. (Author/CLK)

FL 008 941

Harley, Birgit Swain, Merrill
An Analysis of Verb Form and Function in the
Speech of French Immersion Pupils. Working
Papers on Bilingualism, No. 14.
Ontario Inst. for Studies in Education, Toronto.
Bilineus Education Pro

Bilingual Education Project.

Pub Date Oct 77 Note—16p.; For related documents, see FL 008 939-942; Paper presented at the Conference of the Canadian Society for the Study of Education (Fredericton, New Brunswick, June, 1977) Available from—Bilingual Education Project, the Ontario Institute for Studies in Education, 252

por St. West, Teronto, Ontario, Canada M5S 1V6 (as long as supply lasts). EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Bilingual Education, Bilingualism,
*Bilingual Students, Elementary Education,
*Elementary School Students, *French,
*Immersion Programs, Language Instruction, Language Programs, Language Programs, Language Programs, Language Research,
*Language Usage, Second Language Learning,
Verbs Verh

Verbs

This pilot study investigates the performance in French of five English-speaking children, who are enrolled in their sixth year of a primary French immersion program in a Toronto elementary school. From speech data obtained in individual interviews, an analysis is made of the students' control of the French verb system. The subjects are found to use verbs with almost as much

frequency as native French speakers, but they produce a smaller variety of verb forms. One verb form that they appear in general unable to produce is the conditional. An analysis of how the immersion children endeavor to communicate the immersion condren endeavor to communicate the hypothetical function, commonly realized by the conditional form in French, reveals that they substitute a variety of formal simplifications, which have the effect of weakening, but not completely eliminating, the notion of the hypothetical. (Author/CLK)

ED 146 780 FL 008 942

Andersen, Roger W.

The Impoverished State of Cross-Sectional Morpheme Acquisition/Accuracy Methodology. (or: The Leftovers Are More Nourishing Than the Main Course.) Working Papers on Bilingualism, No. 14.

tario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date Oct 77

obe—39p.; For related documents, see FL 008 939-941; Paper presented at the Second Lan-guage Acquisition Research Forum (Los An-geles, California, February 13, 1977) vailable from—Bilingual Education Project, The

Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S

Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts).

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Blingualism, Bilingual Students,
"Data Analysis, Determiners (Languages),
"English (Second Language), Form Classes
(Languages), Function Words, Language Instruction, Language Research, Language
Usage, "Language Variation, "Morphology
(Languages), Nominals, "Puerto Ricans,
Research Methodology, "Second Language
Learning Spanish Verby, Written Language (Languages), Nominals, *Puerto Rica Research Methodology, *Second Language Learning, Spanish, Verbs, Written Language

Current cross-sectional morpheme accuracy methodology whittles away the data until what remains in the final analysis is less interesting than what has been discarded. These methods of analysis obscure and eliminate variation in inanalysis obscure and eliminate variation in in-dividual production of the morphemes under study and fail to reveal true systematicity in the data. Using data on eight verb-related morphemes, three "s" morphemes, and the use of articles from a study of Puerto Rican learners of English as a second language, the inadequacies in these methods are pointed out, and several improvements are suggested which will reveal whatever systematicity there is in the data without eliminating the individual variation which is so typical of learner interlanguage. (Author/CLK)

FL 008 998

Le Ny, Jean-Francois semantics and Simultaneous Interpretation. Pub Date Jul 77

Note—19p.; Paper presented at the NATO Symposium on Language, Interpretation and Communication (Venice, Italy, September 26-30,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—*Cognitive Processes, Communica-tion (Thought Transfer), Comprehension, Iton (Thought Interpreters, Language Skills, *Memory, Phonemics, *Psycholinguistics, Recall (Psychological), *Semantics, Sentence Struc-ture, *Translation, Vocabulary *Memory, Recall

Identifiers—Language
*Psychosemantics

A comprehension model of simultaneous in-terpretation activity raises three types of problems: structure of semantic information stored in long-term memory, modalities of input processing and specific restrictions due to situation. A useful concept of semantic mnesic struction. A discut concept of semantic minest stude-tures includes: (1) a componential-predicative lexicon; (2) a propositional structure of sen-tences, which provides general comprehension schemata; and (3) macro-structures. During in-terpretation a double activity occurs: comprehension and production. Comprehension may be con-ceived of as a decomposition of input speech into semantic features and their recomposition into blocks via semantic schemata. Interpretation is best when these schemata are in the guage. Simultaneous translation efficiency is apparently related to a decrease of phonemic com-ponents. Reciprocally, in spite of the additional retrieval and motor activities caused by emission, it seems that semantic recall is particularly high in interpreters. Temporal regulation is a problem specific to simultaneous interpretation. It may be considered as analogous to temporal regulation of information processing in semantic reading and learning; flow of semantic information determines the locking of semantic content and reemission rhythm. Some empirical data are presented to support these views. (Author/CLK)

ED 146 782 FL 009 001 Hamilton, Roland Lister, Susan Foreign Languages and Careers: An Outline. Pub Date 77

Available from—Susan Lister, P. O. Box 5995, San Jose, California 95150 (\$1.00 plus \$.30

postage). EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS. Descriptors—*Career Opportunities, Descriptors—*Career Opportunities, Language Instruction, Language Skills, Learning Motivation,
Resource Materials, *Second Language Learning, *Second Languages, *Student Motivation
The purpose of this outline is to give teachers
and counselors general information on the vocational utility of foreign language skills, on the assumption that this information will help to increase and maintain enrollment in foreign langcrease and maintain enrollment in foreign lan-guage classes. Information is divided into two basic categories: "Janeuraes" gaage classes, intornation is divided into vibratic careers" and "language essential careers." A third section outlines ways to motivate language students through career information. A bibliography and a list of useful addresses complete the outline.

ED 146 783

Gill, Robert M.

Quebec's French-Language Universities and the Politics of Development. Pub Date Apr 77

Note—43p.; Paper presented at the Annual Meeting of the Western Social Science Association (Denver, Colorado, April 1977)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—*Cultural Differences, Cultural Factors, *Economic Development, Economic Factors, Educational Policy, Employment Opportunities, *French, Higher Education, Language Attitudes, Language Instruction, *Language Planning, *Language Role, Language Usage, Political Influences, Public Policy, Social Factors, *Universities Identifiers—Canada, *Ouebec

Identifiers-Canada, *Quebec

Identifiers—Canada, *Quebec looks to the province's French-language universities for several contributions in strengthening the position of the French Canadian language and culture in Quebec. The enrollments in these universities have increased in the past fifteen years, and French-language universities are expected to educate and train increasing numbers of qualified. French-language universities are expected to edu-cate and train increasing numbers of qualified students to fill key positions in the Quebec economic structure. Problems in the Quebec work world which limit the accessibility of higher-level positions to academically qualified French Canadians have been met by programs of "francophonisation" (intended to make key positions available) and "francisation" (to encourage tions available) and "francisation" (to encourage the use of the French language). Other problems involve apparent cultural differences between French- and English-speaking Canadians. Educational planners have emphasized the goal of economic development while assuming the universities' role as agents of cultural access. They have avoided considering the possibility that the French Canadian national goals of cultural and economic development are incompatible in light of current French Canadian cultural orientalight of current French Canadian cultural orientations. Differences do exist, then, between the relationship of universities and development in any society, and the concepts and expectations of them as held by French-speaking Quebeckers. (Author/CLK)

ED 146 784 FL 009 013 Stanislawczyk, Irene E. Yavener, Symond Creativity in the Language Classroom. 76 Pub Date

Note—101p.

Available from—Newbury House Publishers, Inc.,
68 Middle Road, Rowley, Massachusetts 01969

(\$5.95)
Document Nat Available from EDRS.
Descriptors—Audiolingual Methods, Audiovisual
Aids, *Communicative Competence
(Languages), *Creativity, *Cultural Education,
Educational Innovation, *Language Instruction,
Language Skills, Learning Activities, Pattern
Drills (Language), *Second Language Learn-

ing, Second Languages, Student Attitudes, Student Needs, Teaching Guides, *Teaching Methods

This volume deals with different methods for teaching foreign languages, and is intended as an instrument to foster creative thinking and teaching. The first chapter, "The Need for Liberation," discusses the need to progress beyond structure drills towards meaningful language use. Chapters 2-5, "The Beginning Phase," "The Lover-Intermediate Phase," "The Intermediate Phase," "The Intermediate Phase," and "The Advanced Class," discuss specific teaching techniques to be used at each of these levels. Chapter 6, "Culture," provides suggestions for stimulating creative use of language through cultural experiences. (CLK) This volume deals with different methods for

ED 146 785 Spolsky, Bernard, Ed. The Language Education of Minority Children: Selected Readings.

Pub Date 72

Note—200p. Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969

nt Not Available from EDRS.

Document Not Available from EDRS.
Descriptors.—*Bilingual Education, *Bilingualism,
Bilingual Students, Black Dialects, Elementary
Secondary Education, English (Second Language), *Language Instruction, Language of Instruction, Language Proficiency, Language
Skills, Language Tests, *Minority Group Children, Multilingualism, Nonstandard Dialects,
Reading Instruction, Second Language Learning, Sociocultural Patterns, Spanish Speaking
This volume on the language education of

ing, socioculural ratterns, spanish speaking This volume on the language education of minority children is divided into three sections: (1) Multilingualism in the United States, (2) Bilingualism and Bilingual Education, and (3) Bilingualism and Bilingual Education, and Cr. Language Education in Practice. Following an introductory essay, "The Language Education of Minority Children," by Bernard Spolsky, the articles in the first section include: "The Language Problems of American Indian Children," by Sirarich Children," by Sirarich Children, "The Codes of the Spanish-Enpi Ohannessian; "The Codes of the Spanish-English Bilingual," by Donald M. Lance; and "Social Class or Culture? A Fundamental Issue in "Social Class or Culture? A Fundamental Issue in the Education of Culturally Different Students," by Frank Angel. Articles in the second section are: "Bilingualism and Education," by A. Bruce Gaarder; "Bilingualism and Thought," by John Macnamara; "Bilingualism as a Social Force," by Ralph W. Yarborough; "Bilingual Education in a Sociolinguistic Perspective," by Joshua A. Fishman and John Lovas; and "Bilingual Education Programs in the United States: For Assimilation or Pluralism?" by Rolf Kiolseth The six acticles Programs in the United States: For Assimilation or Pluralism?" by Rolf Kjolseth. The six articles in the third section include: "Teaching English to Speakers of Other Languages: Problems and Priorities," by Mary Finocchiaro; "Educational Considerations for Teaching Standard English to Negro Children," by Joan C. Baratz; "Barriers to Speakers," Bartiers to Speakers, Bartiers to Speakers, and Negro Children," by Joan C. Baratz; "Barriers to Successful Reading for Second-Language Students at the Secondary Level," by Joyce Morris; "The Language of Tests for Young Children," by Graeme Kennedy; "Are We Really Measuring Proficiency with Our Foreign Language Tests?" by Eugene Briere; and "The Limits of Language Education," by Bernard Spolsky. (CLK)

ED 146 786 FL 009 016

Logan, Gerald E. Individualized Foreign Language Learning: An Organic Process. Pub Date 73

Note-136p.

Available from vailable from-Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969

(35.95)
Document Not Available from EDRS.
Descriptors—Curriculum Development, Educational Innovation, Higher Education, Individualized Curriculum, *Individualized Instruction, *Individualized Programs, *Language Instruction, *Language Programs, Program Descriptions, *Program Development, Program Civides Secondary Education, Second Language Program Second Language Program Development, Education, *Language Program Development, Program Development, Education, *Language Program Development, Program Development,

Descriptions, "Program Development, Program Guides, Secondary Education, Second Language Learning, "Teaching Methods

This book attempts to present, in a simple, straightforward way, the basic principles involved in initiating and developing an individualized foreign language program. The underlying assumption is that individualized instruction has become boseed down by an image of menerice become bogged down by an image of menacing complexity, whereas, in reality, it need not be so. The book builds the program through the following steps: (1) releasing direct teacher control; (2) adding dimensions of individualization through curriculum; and (3) developing student responsibility. Special problem areas are analyzed in detail, including cultural content, oral work, program evaluation, hardware, and dealing with school administration. A final section describes an individualized German program in operation. Appendices discuss specific problems in individualizing foreign language programs at the junior high school and college levels and outline the philosophy, goals, and objectives of the Live Oak High School Foreign Language Department. (AM)

ED 146 787 FL 009 018

Richards, Regina G.
Programmed Phonemics: Phonemic Transcription
Using a Modified International Phonetic
Alphabet.

Pub Date 72 Note-108p.

Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969 (\$4.95)

t Not Available from EDRS.

Descriptors—*Autoinstructional Aids
*Consonants, English, English (Second Lan-Teachers, Linguistics, *Phonemics, Phonetics, Phonetic Transcription, Phonelics, Phonetic Transcription, Phonology, Programed Instruction, *Programed Materials, Pronunciation, *Stress (Phonology), Teaching Methods, *Yowels Vowels

Identifiers-*Phonemic Transcription

Most methods used to learn the International Phonetic Alphabet or any other phonemic or phonetic alphabet are long and tedious. This phonetic alphaeet are long and tectous. In the book teaches transcription by use of a simplified programmed method which challenges the learner while maintaining interest. A short, sequenced version for initial learning is offered, as well as a quicker review method for those who wish only to brush up. There are three sections, dealing with vowels, stress, and consonants, respectively. (AM)

FL 009 019 ED 146 788 Paulston, Christina Bratt Bruder, Mary Newton From Substitution to Substance: A Handbook of Structural Pattern Drills.

Note—196p.

Available from—Newbury House Publishers, Inc.,
68 Middle Road, Rowley, Massachusetts 01969 (\$6.95)

Document Not Available from EDRS.

Decument Not Available from EDRS.
Descriptors—"Audiolingual Methods, Communicative Competence (Languages), Form Classes (Languages), Grammar, "Language Instruction, Language Patterns, Language Proficiency, Language Skills, Language Usage, Pattern Drills (Language), "Second Language Learning, Syntax, "Teaching Guides, "Teaching Methods

"Pattern Drills (Language), "Second Language
Learning, Syntax, "Teaching Guides,
"Teaching Methods
This book is meant to serve as a guide to more
efficient language teaching. Although it is based
on theories both from standard audiolingual
theory and cognitive-code learning, the basic objectives remain those of the audiolingual approach. The book focusses on the teaching of
grammar and on the most efficient way to use
drills in the classroom in order to have students grammar and on the most efficient way to use drills in the classroom in order to have students communicate effectively. Language teaching is discussed in terms of approach, method, and technique. Approach is the theoretical foundation which any systematic method is based, method refers to the procedures of language teaching. Techniques are specific strategies the teacher chooses to achieve his objectives. Chapter I, then, examines the theoretical issues which underlie the teaching of grammar and presents a conceptual framework for the classification and sequencing of structural pattern drills. Chapter 2 discusses the procedures of an idea grammar lesson, and Chapter 3 presents the most basic structural patterns in English, with a full set of mechanical, mechanical-testing, meaningful, and communicative drills for each pattern. (CLK)

ED 146 789 FL 009 020 Papalia, Anthony
Learner-Centered Language Teaching: Methods
and Materials.

Pub Date 76

Note-205p. Available from -Newbury House Publishers, 68 Middle Road, Rowley, Massachusetts 01969

nent Not Available from EDRS.

Descriptors—Classroom Environment, Cognitive Style, Cultural Education, Effective Teaching, Evaluation Criteria, Grammar, Individual Dif-ferences, Individualized Instruction, Instrucferences, Individualized Instruction, Instruc-tional Materials, *Language Instruction, Lan-guage Skills, Language Teachers, Secondary Education, *Second Language Learning, Second Languages, *Student Needs, Student Teachers, *Teaching Guides, *Teaching Methods, *Teaching Skills, Testing lentiflers—*Learner Centered Instruction Executes Insurance Academics, is a process which

foreign language teaching is a process which involves interaction, communication, personal contact, and a deep understanding of the student. Teachers must develop competencies in working with different kinds of learners if effective instruction is to make reliable. This book identifies struction is to materialize. This book identifies the competencies that language teachers should possess and provides a guide for developing them. Part one of this book describes the role of foreign language studies in secondary schools, assists in discovering students learning styles, and develops a student-centered design for organizing class-room instruction. Part two aids teachers in developing a learner-centered environment by presenting different approaches to learning, suc-cessful techniques for teaching the basic skills, grammar and culture, and effective techniques of evaluation. Part three introduces the prospective evaluation. Fart three introduces the prospective teacher to classroom discipline, role of homework, use of media, role of grading, evalua-tion of the learning-teaching process, assessment of learning environments, resources and materials of practical use to foreign language teachers. (Author/CLK)

FL 009 022 ED 146 790

Rivers, Wilga M.
Speaking in Many Tongues: Essays in Foreign-Language Teaching. Expanded 2nd Edition.
Pub Date 72

Note-280p.; For related document, see ED 081

Available from—Newbury House Puolishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969

Available from—Newbury House Puolishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969 (\$6.95)

Document Not Available from EDRS.

Descriptors—Bilingual Education, Cognitive Processes, Communicative Competence (Languages), Contrastive Linguistics, Educational Objectives, Educational Research, Elementary Secondary Education, Higher Education, Individualized Instruction, *Language Instruction, *Language Programs, Language Skills, Language Tests, Linguistic Competence, Modern Language Curriculum, Psychology, *Second Language Learning, Second Languages, Student Attitudes, Student Motivation, Student Needs, Student Teacher Relationship, *Teaching Methods
This volume includes the following seventeen essays on foreign language teaching: (1) "Rules, Patterns, and Creativity"; (2) "Talking Off the Tops of Their Heads"; (3) "From Linguistic Competence to Communicative Competence"; (4) "Testing and Student Learning"; (5) "Contrastive Linguistics in Textbook and Classroom"; (6) "From Skill Acquisition to Language Control"; (7) "Motivating through Classroom Techniques"; (8) "Motivation in Bilingual Programs"; (9) "The Foreign Language Teacher and Cognitive Psychology or Where Do We Go from Here?"; (10) "Linguistic and Psychological Factors in Speech Perception and Their Implications for Teaching Materials"; (11) "Foreign Language in a Time of Change"; (12) "From Honmajor: Tailoring the Course to Fit the Person Not the Image"; (14) "University of Illinois Questionnaire of Student Interests in Foreign Languages"; (15) "Teacher-Student Relations: Coercion or Cooperation"; (16) "Individualized Instruction and Cooperative Learning; Some Theoretical Considerations"; and (17) "Students, Teachers, and the Future." (CLK)

ED 146 791 FL 009 026

Sutherland, Kenton, Ed. CATESOL Occasional Papers, No. 3. Winter, 1976-77.

California Association of Teachers of English to Speakers of Other Languages.

Note—122p.
Available from—CATESOL, 2773 Bush Street,
San Francisco, California 94115 (\$2.50)
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, Adult Literacy, Bilingual Education, Chinese, Classroom Games, Classroom Observation Techniques, Composition (Literary), Educational Games, Elementary Secondary Education, *English (Second Language), Error Analysis (Language), *Foreign Students, Grouping (Instructional Purposes), Higher Education, Illiterate Adults, Individualized Instruction, *Language Instruction, Language Tests, Newspapers, *Second Language Learning, Teacher Evaluation, *Teaching Methods, Video Tape Recordings*

Teacher Evaluation, "Teaching Methods, Video Tape Recordings This volume of CATESOL (California Association of Teachers of English to Speakers of Other Languages) Occasional Papers includes the following: "ESL Adult Literacy," by Jack Wigffield; "Language Teaching as a Means to Self Knowledge, Self Acceptance, and Communication with Others," by Beverly Galyean; "Let Your Students Be Actors: Using Videotape to Teach English as a Second Language," by Suzanne M. Griffin; "Coordinated Teaching for Multi-Cultural Students: A Christmas Walking Tour," by Gordon Howell and Nancy Milton; "Techniques of Language Class Observation," by Gordon B. Becktold, "Policy on Services to Limited-English-Speaking Students" (State of California Board of Education); "Individualizing Instruction in the ESL Classroom through Group-Instruction in the ESL Classroom through Group-ing," by Janet G. Fisher; "Back from Wonderland Instruction in the ESL Classroom through Grouping," by Janet G. Fisher; "Back from Wonderland - Reply to the Queen of Hearts," by Alan Marcus; "Teaching Composition to Low-Level ESL Students," by Barry P. Taylor; "On Using the 'National Observer' as an ESOL Teaching Device," by George W. Raney; "Make Your Own ESL Board Game," by Ola Jane Miller; "Bilingual Education and Ethnic Interest," by J. Donald Bowen; "A Comparison of Language Balance in Non-Bilingual Schools," by Robert L. Politzer; "Lau v. Nichols v. HEW," by Glendon F. Drake; and "Some Most Common Grammatical Errors Made in Written English by Chinese Students," by Mo-Shuet Lee. (CFM)

ED 146 792 FL 009 027

Gage, Alfred And Others Oklahoma in the World klahoma in the World: A Handbook for the Im-provement of the Teaching of Foreign Lan-

guage.

Oklahoma State Dept. of Education, Oklahoma
City. Curriculum Div.

Pub Date 77

Note-81p.; For related document, see ED 074

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Articulation (Program), Audiovisual Aids, Behavioral Objectives, Career Opportuni-ties, Cultural Education, "Curriculum Develop-ment, "Curriculum Guides, Educational Imment, "Curriculum Guides, Educational Im-provement, High Achievers, Individualized In-struction, "Instructional Improvement, Instruc-tional Materials, "Language Instruction, Lan-guage Teachers, Low Achievers, Modern Lan-guage Curriculum, Modern Languages, Profes-sional Associations, Secondary Education, "Second Language Learning, Teaching Guides, "Teaching Methods, Textbook Selection lentifiers—Exploratory, Language, Courses,

Identifiers-Exploratory Language Courses,

*Oklahoma
This guide was developed by the Foreign Language Committee of the Oklahoma Curriculum Improvement Commission, and is designed to be used by teachers of foreign languages. The fifteen chapters include: (1) "Selection of a Foreign Language Text," (2) "Middle School (Exploratory Language Programs)," (3) "Foreign Language in Small Schools," (4) "Articulation," (5) "Methodology," (6) "Introducing Foreign Languages," (7) "Behavioral Objectives," (8) "Individualization of Instruction," (9) "Teaching Culture," (10) "Foreign Language for High and Low Achievers," (11) "Media," (12) "Evaluation," (13) "Promotine Foreign Language Low Achievers," (11) "Media," (12)
"Evaluation," (13) "Promoting Foreign Language
Study through Classes and Clubs," (14) "Foreign
Language Study and Career Opportunities," and
(15) "Professional Organizations." (CLK)

Gage, Alfred And Others

To Live in Two Worlds: A Handbook for Oklahoma School Administrators on Implementing Billingual Education Programs.

Oklahoma State Dept. of Education, Oklahoma

City. Spons Agency—Off Washington, D.C. Pub Date 77 -Office of Education (DHEW),

Note—34p.; For related document, see FL 009 029; Photos will reproduce poorly EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrator Guides, Biculturalism, *Bilingual Education, Bilingualism, Bilingual Students, *Curriculum, Elementary Secondary Education, Language Instruction, Language Programs, Language Usage, *Program Administration, *Program Development, *Program Evaluation, Social Factors, Sociolinguistics

Identifiers—*Oklahoma

is booklet is designed to give Oklahoma This booklet is designed to give Oklahoma school administrators some basic understanding of the rationale behind bilingual-bicultural education, and some guidance in implementing such programs. The beginning sections are aimed at explaining bilingual programs from a historical, sociological, and linguistic point of view. The remaining sections of the booklet cover the devalorment and operation of a bilingual secdevelopment and operation of a bilingual pro-gram, curricular considerations, and program evaluation. The appendix consists of summaries of court cases concerning bilingual education, and a bibliography concludes the volume. (CLK)

FL 009 029

Mills, Faynell And Others
Billingual-Bicultural Education in the Classroom:
A Handbook of Ideus for the Teacher.
Oklahoma State Dept. of Education, Oklahoma

Spons Agency—Off Washington, D.C. Pub Date 77 -Office of Education (DHEW),

Note-64p.; For related document, see FL 009

EDRS Price MF-\$0.83 HC-\$3.50 Plus Posts Descriptors—*Biculturalism, *Bilingual Educa-tion, Bilingual Students, *Classroom Arrangetion, Billingual Students, Classroom Arrange-ment, Classroom Techniques, Cultural Educa-tion, Elementary Education, Elementary School Teachers, English (Second Language), Lan-guage Instruction, Language Programs, Lan-guage Teachers, Lesson Plans, Parent Parguage Teachers, Lesson Plans, Parent Par-ticipation, *Program Development, Resource Materials, Second Language Learning, *Teaching Guides, *Teaching Methods, Test-ing, Unit Plan

-*Oklahoma

This handbook is addressed to elementary school teachers, in an attempt to answer the following questions: (1) What is bilingual-bicultural education? (2) Why have bilingual-bicultural education? (3) Who is it for? (4) When should such cation? (3) Who is it for? (4) When should such education begin? (5) How does such a program start?, (6) What should a teacher having only a few students with language problems do? (7) Where can an elementary school teacher get help for students with language problems? Following a discussion of the need for and the purpose of bilingual-bicultural education, details of the bilingual-bicultural classroom are examined, as well as the implementation of bicultural education, techniques for teaching the home language, and the teaching of English as a second language. A selected bibliography of professional materials for bilingual-bicultural teachers is provided, and the appendix presents charts of possible ways to arrange a classroom. (CLK)

The Condition of Bilingual Education in the Nation. First Report by the U.S. Commissioner of Education to the President and the Congress. Office of Education (DHEW), Washington, D.C. Report No—HEW-OE-77-01704
Pub Date Nov 76
Note—1272 ED 146 795 FL 009 033

Note—127p. EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Bilingual Education, Bilingualism, Bilingual Students, *Educational Legislation, Bilingual Students, *Educational Legislation, Educational Research, *Elementary Secondary Education, English (Second Language), Federal Legislation, *Federal Programs, Higher Education, Language Instruction, Language of Instruction, *Language Programs, Non English Speaking, *Program Descriptions, Program Development, Program Evaluation, Second Language Legislation, State Programs Statistical Language Learning, State Programs, Statistical Data, Teacher Education

Identifiers-*Elementary Secondary Education Act Title VII

report is the first attempt by the Office of Education to determine: (1) what the condition of bilingual education is in the United States, (2) what advances have been made, and (3) what problems remain to be solved. Following a discussion of the history and rationale of bilingual education, and the quantification of the need for bilingual education, resources required to meet the education needs of limited-English-speaking persons are considered. Fourteen Federal programs most directly concerned with meeting these needs are discussed, including the Bilingual Education Act, ESEA Title VII; the Emergency School Aid Act; the Vocational Education Act, ESEA Title VII; the Emergency School Aid Act; the Vocational Education Act, ESEA Title Rights Act, Title IV; the Education of Disadvantaged Children, ESEA Title I; the Supplementary Educational Centers and Services, ESEA Title III; Follow Through, Right To Read; special programs for students from disadvantaged backgrounds; the Indian Education Act, Title IV; the Strengthening Developing Institutions Program of the Higher Developing Institutions Program of the Higher Education Act, Title III; research on bilingual Education Act, Title III; research on bilingual education carried out by the National Institute of Education; state bilingual education programs; and educational television. Evaluations of bilingual education and the administration of federal bilingual education programs are handled. Appendices include statistics relevant to bilingual education, and the 1975 survey of languages. (CLK)

FL 009 036 ED 146 796 Otter, John W., Jr., Ed. Richards, Jack C., Ed. Focus on the Learner: Pragmatic Perspectives for the Language Teacher.
Pub Date 73

Note—306p.

Available from—Newbury House Publishers, Inc. 68 Middle Road, Rowley, Massachusetts 01969

nt Not Available from EDRS.

ocument Not Available from EDRS.
escriptors— "Applied Linguistics, Bilingual Education, Cognitive Processes, English (Second Language), Error Analysis (Language), Interference (Language Learning), "Language Instruction, Language Skills, "Language Tests, Linguistic Performance, Linguistic Theory, Psycholinguistics, "Second Language Learning, Social Factors, Sociolinguistics, Student Actitudes, Student Motivation, Teacher Education, Test Bias, Testing

titudes, Student Motivation, Teacher Education, Test Bias, Testing
This book of readings includes: "Language
Didactics and Applied Linguistics" (William
Mackey); "Psycholinguistics and Second Language Teaching" (H. H. Stern); "Linguistic
Theory" (Noam Chomsky); "Some Psycholinguistic Controversies" (John Oller, Jr.); "The
Cognitive Strategies of Language Learning"
(John Macnamara); "Conditions for Language
Learning" (Graeme Kennedy); "Types of Interference" (B.D.W. Hocking); "A Noncontrastive
Approach to Error Analysis" (Jack Richards);
"Error Analysis and Second Language Strategies"
(Jack Richards); "Language Acquisition in a (Jack Richards); "Language Acquisition in a Second Language Environment" (Roar Ravem); "Two Practical Experiments with Teachers-in-Training, and Some Conclusions" (H. V. George); "What Does It Mean to Know a Language Conclusions" (H. V. Carlos Car guage, or How Do You Get Someone to Perform His Competence?" (Bernard Spolsky); guage, or How Do You cet Someone to Fertorm His Competence?" (Bernard Spolsky); "Productive Communication Testing: Progress Report" (John Upshur); "Discrete-Point Tests Versus Tests of Integrative Skills" (John Oller, Jr.); "Context for Language Testing" (John Upshur); "Cross-Cultural Biases in Language Testing" (Eugene Briere); "Attitudes and Motivation: Their Role in Second Language Acquisition" (R. C. Gardner); "Socioultural Aspects of Language Study" (G.R. Tucker and W.E. Lambert); "Social Factors and Second Language Policies" (E.F. O'Doherty); "The Limits of Language Education" (Bernard Spolsky); "Bilingual Schooling and Second Language Teaching: A Review of Recent North American Experience" (H.H. Stern); "The Language Skills Program of the English Project" (Gerald Dykstra and Shiho Nunes); and "Are TESOL Classes the Only Answer?" (Thomas Hale and Eva Budar). (CFM)

ED 146 797 FL 009 037

Williams, Frederick
Explorations of the Linguistic Attitudes of
Teachers.

Pub Date 76

Note—130p.

Available from—Newbury House Publishers, Inc.,
68 Middle Road, Rowley, Massachusetts 01969 (\$6.95)

(30.75)
ocument Not Available from EDRS.
escriptors—Applied Linguistics, Black Students,
Dialects, *Discriminatory Attitudes (Social),

Elementary Secondary Education, *Language Attitudes, *Language Research, Mexican Americans, Minority Group Children, Nonstandard Dialects, Racial Attitudes, Racial Discrimination, Social Status, Social Stratification, *Sociolinguistics, Student Characteristics, *Teacher Attitudes, Teacher Characteristics Identifiers—Code Switching (Language)

This monograph represents a collection of re-

This monograph represents a collection of re-ports on research into various aspects of linguistic attitudes, particularly attitudes that teachers may hold toward children of different ethnic and so cial status groups. Two research projects are discussed, the Chicago research and the Texas research. The Chicago study was designed to answer two questions: (1) To what extent can teachers be grouped together in terms of the commonality of their attitudinal responses to children's speech? (2) To what extent can groups of teachers be contrasted and compared in terms of teacher characteristics, child characteristics, rating scale characteristics, and selected charac-teristics of the children's speech? One of the questions the Texas study investigated was how teachers' attitudes toward different dialects might be related to expectancy of pupils' classroom per-formance. The methodology, results and analyses of both projects are presented in detail. Prior research and other related projects are also summarized. (CFM)

ED 146 798 FL 009 038

Wardhaugh, Ronald The Contexts of Language. Pub Date 76

Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969

Document Not Available from EDRS.

Document Not Available from EDRS.

Descriptors—Applied Linguistics, Cultural Factors, Diachronic Linguistics, Higher Education,

*Instructional Materials, *Language, Language
Development, Language Styles, Language
Universals, Language Usage, Language Variation, *Linguistics, Linguistic Theory, Neurolinguistics, Phonetics, Psycholinguistics, *Reading
Materials, Sociolinguistics, Second Commissions Materials, Sociolinguistics, Speech Communication

Identifiers-*Linguistics Courses

This book is intended for use in conjunction with an introductory text on linguistics and language study, for beginning students of linguistics or as a source of information for more advanced students who wish to become familiar with many of the issues that have concerned linguists in of the issues that have concerned linguists in recent years. The variety of issues covered in this volume are divided into the following chapters: (1) "Language and Linguistics"; (2) "The Physical Context"; (3) "The Psychological Context"; (4) "The Personal Context"; (5) "The Functional Context"; (6) "The Social Context"; (7) "The Developmental Context"; (8) "The Biological Context"; (9) "The Historical Context"; and (10) "Language in Context." The discussion of these topics is non-technical, but presupposes some knowledge acquired from an introductory text. Further references are provided at chapter ends Further references are provided at chapter ends and in the bibliography. The central theme of the book is that language study involves more than the study of technical linguistics, and that linguistic issues are related to many other issues in the world. (Author/AM)

ED 146 799 FL 009 039 Mackey, William F., Ed. Verdoodt, Albert, Ed.
The Multinational Society: Papers of the Ljubi-

Pub Date 75 Note-388p.

Available from-Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969

Document Not Available from EDRS.

Descriptors—*Civil Rights, Cultural Context,
Cultural Differences, *Cultural Pluralism,
Economic Development, Ethnic Groups, Ethnic Economic Development, Ethnic Groups, Ethnic Relations, "Language Role, Language Usage, "Minority Groups, "Multilingualism, Social Discrimination, "Social Structure, Social Systems, Sociocultural Patterns, Sociolinguistics Identifiers—Africa, Asia, Austria, Canada, Ceylon, Czechoslovakia, Europe, Ghana, Great Britain, India, Israel, Jamaica, Japan, Macedonia, Madagascar, Malaysia, Mali, "Multinational Societies, North America, United Nations, USSR, Yugoslavia The Ljubljana seminar, whose background and working papers are presented in this volume, was an outcome of the United Nations' consideration of the problems of ethnic and linguistic minoriof the problems of ethnic and linguistic minorities. The twenty-five papers cover topics such as the study of multinational societies; the protection of minorities and minority rights in Yugoslavia, Czechoslovakia, Austria, the Soviet Union, India, Africa, Southeast Asia, Israel, Britain, and the Caribbean; cultural diversity; and immigrant problems. Chapters 1-3 and immigrant problems. Chapters 1-3 the back count agrees commissioned by the United background papers, commissioned by the United Nations Secretariat in preparation for the seminar. Chapters 4-23 are working papers, contributed by the participants and presented in regional groups, starting with Central Europe and going on to include Asia, Africa, and North America. (Author/CLK)

ED 146 800 FL 009 040

amarin, William J. Language in Religious Practice. Pub Date 76

Note-177p.

Available from-Newbury House Publishers, Inc.,
68 Middle Road, Rowley, Massachusetts 01969

Document Not Available from EDRS.

Document Not Available from EDRS.

Descriptors—Anthropological Linguistics,
Christianity, *Discourse Analysis, Hebrew, Judaism, *Language, Language Attitudes, Language Patterns, *Language Role, Language Styles, *Language Usage, Linguistic Theory, Multilingualism, Phonology, *Religion, Sanskrit, *Sociolinguistics

Lantificer Exhaustration International Property Property

Identifiers-Ethnography, *Liturgy, Prayer

This book discusses some of the functions, ends, or goals that language serves in religion; the various kinds of linguistic resources that are exploited; and some of the social processes that characterize the use of language. In section one, "Performance," three approaches to the descrip-tion of verbal behavior are contrasted. This section of verbal behavior are contrasted. This section contains the following papers: (1) "Nonsegmental Phonology in Religious Modalities," by D. Crystal; (2) "Religious Utterances and the Theory of Speech Acts," by P. L. Ravenhill; and (3) "Language as Ritual Substance," by G. H. Gossen. Section two, "Form," analyzed iscourse in prayer and consists of the following papers: (1) "Controlling Capricious Gods," by A. J. Shelton; (2) "From Prayer to Reprimand," by D. Tedlock: (3) "Divination as Model for Litera-D. Tedlock; (3) "Divination as Model for Literary Form," by B. O. Long; and (4) "The Collect as a Form of Discourse," by C. A. Ferguson. Section three, "Tradition," examines the macrosociolinguistic implications of religiously macrosociolinguistic implications of religiously tinted plurilingualism, in the following papers: (1) "Patterns of Telugu Religious Language," by J. M. Christian; (2) "Liturgy and Language in Judaism," by C. Rabin; and (3) "The Use of Hebrew by Christians in Israel," by P. E. Lapide. by Christians (Author/AM)

ED 146 801 FL 009 041

Wardhaugh, Ronald Topics in Applied Linguistics. Pub Date 74

Note—206p. Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969

Document Not Available from EDRS.
Descriptors—*Applied Linguistics, Child Lanescriptors—*Applied Linguistics, Child Language, Contrastive Linguistics, Dialects, English (Second Language), Language, Language Development, *Language Instruction, Language Variation, Linguistic Theory, Nonstandard Dialects, Phonics, Phonology, *Reading, Reading Ability, Reading Comprehension, Reading Instruction, Reading Processes, *Second Language Learning, Semantics, Spelling, Syllables, Transformation Generative Grammar Generative Grammar

This volume is a collection of articles which This volume is a collection of articles which are concerned with the field of applied linguistics. Part One, "Language and Linguistics," includes two articles: "Language" and "The Relevance of Linguistics." Part Two, "Linguistics and Spelling," consists of one article, "Sounds and Spellings; Spellings and Sounds." Part Three, "Linguistics and Reading," "Research in Linguistics insights into Reading," "Research in Linguistics and Reading," "Phonics and Comprehension," "Syllabication," "Language Acquisition and Reading," and "A New Perspective on Reading." The following articles are presented in Part Four, "Linguistics and Second Language Teaching"; "Teaching English to Speakers of Other Languages"; "Linguistics, Psychology, and Pedagogy"; "From Theory to Practice"; "Teaching Structure"; and "Teaching Phonology," Part Five, "Linguistics and Contrastive Analysis," and Part Six, "Linguistics and Language Variation," consist of one article each, "Contrastive Analysis" and "The Dialect Issue," respectively.

ED 146 802

FL 009 042

Stevick, Earl W.
Memory, Meaning and Method: Some Psychologi-cal Perspectives on Language Learning.
Pub Date 76

Note—177p. Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969 (\$6.95)

nent Not Available from EDRS.

Document Not Available from EDRS.
Descriptors—Applied Linguistics, Audiolingual
Methods, Cognitive Processes, Educational Innovation, "Language Instruction, Language
Research, Learning Processes, "Memory, Pattern Drills (Language), Pronunciation,
"Psycholinguistics, "Second Language Learning, "Teaching Methods
Identifiers—Community Language Learning,
Lozanov Method, Saint Cloud Method, Silent
Way

Way
This book discusses the teaching and learning Into book accuses the teaching and learning of a second language in terms of a total human experience and not just an oral-aural or cognitive one. Part one, "Memory," examines some of the research that has been done on memory, and research that has been done on memory, and discusses: (1) "Biological Bases for Memory"; and (3) "Memory and the Whole Person." Part two, "Meaning," explores this dimension as it applies to the foreign language classroom, and consists of the following chapters: (1) "Inside the Student: Some Meanings of Pronunciation and Fluency"; (2) "The Meaning of Drills and Exercises"; and (3) "Between Teacher and Student: The Class as a Small Group." Part three, "Method," examines implications for language teaching methods. This section presents (1) "A General View of Method," followed by a discussion of (2) "Community Language Learning"; (3) "The Silent Way"; and (4) "Some Other Methods," including the Saint-Cloud and the Lozanov Method. (AM) cluding the Method. (AM)

ED 146 803 FL 009 043 Thorne, Barrie, Ed. Henley, Nancy, Ed. Language and Sex: Difference and Do Pub Date 75

Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969

(\$9.95)
Document Not Available from EDRS.
Document Not Available from EDRS.
Descriptors—Annotated Bibliographies, Child Language, Discourse Analysis, *Fernales, Intonation, Language Patterns, *Language Research, Language Role, *Language Usage, Males, Nonverbal Communication, Semantics, *Sex Differences, *Sex Discrimination, Sex Role, Sex Stereotypes, *Sociolinguistics, Student Teacher Relationship, Womens Studies The twelve papers in this volume, which concerns the interrelationship of language and sex, include: (1) "Difference and Dominance: An Overview of Language, Gender, and Society," by

include: (1) "Difference and Dominance: An Overview of Language, Gender, and Society," by Barrie Thorne and Nancy Henley; (2) "Women's Speech: Separate But Unequal?" by Cheris Kramer; (3) "The Making of a Nonsexist Dictionary," by Alma Graham; (4) "The Semantic Derogation of Woman," by Muriel R. Shulz; (5) "The Sex of the Speaker as a Sociolinguistic Variable," by Marjorie Swacker; (6) "Male-Female Intonation Patterns in American English," by Ruth M. Brend; (7) "Sex, Covert Prestige, and Linguistic Change in the Urban British English of Norwich," by Peter Trudgill; (8) "Sex Roles, Interruptions and Silences in Conversation," by Don H. Zimmerman and Candace West; (9) "Sex Differentiation in Language," by Ann Bodine; Don H. Zimmerman and Candace West; (9) "Sex Differentiation in Language," by Ann Bodine; (10) "Cues to the Identification of Sex in Children's Speech," by Jacqueline Sachs; (11) "Teacher-Child Verbal Interaction: An Approach to the Study of Sex Differences," by Louise Cherry; and (12) "Power, Sex, and Nonverbal Communication," by Nancy Henley. A 100-page annotated bibliography on sex differences in language, speech and nonverbal communication is also provided. A list of relevant women's groups (in disciplines related to the study of sex differences in language). ferences in communication) and an author index to the bibliography complete the volume. (CLK)

FL 009 045

Counseling-Learning in Second Languages.
Pub Date 76

-133p

Note—135p.
Available from—Apple River Press, AH:D.
Tranel, P.O. Box 3867, Apple River, Illinois,
61001 (\$7.00 each; 20% discount for 10 or

over).

ocument Not Available from EDRS.
escriptors—Autoinstructional Aids, Cognitive Processes, *Counseling, Educational Innovation, *Language Instruction, Learning Activities, *Learning Processes, Learning Theories, Personality Theories, Psychology, *Second Language Learning, Student Participation, Teacher Behavior, Teaching Machines, Teaching Methods, *Teaching Models

entifiers—Chromacord, *Community Language Learning, *Counseling Learning

This is a description of an instructional method called Counseling-Learning or Counselearning, which combines principles of learning theory with counseling attitudes and techniques. This method counseling attitudes and techniques. This method can be applied to any learning situation, and when applied to second language learning is called Community Language Learning. The method is predicated on five stages of learning, during which the focus shifts from the teacher-counselor to the student-psychological client, as the former has progressively less new information to impart to the latter. Each chapter deals with some aspect of the incorporation of personality. to impart to the latter. Each chapter deals with some aspect of the incorporation of personality understanding into the learning process. Chapter one, "An Overview," discusses key concepts of this model. Chapter two, "Learning: A Counseling Model," considers some learning experiences from the point of view of personal involvement. Chapter three discusses "Learning as Total Self-Invested Persons in Community." Chapter four, "Counseling. Tasching, Appearatus, and it carry." Invested Persons in Community." Chapter four, "Counseling, Teaching Apparatus, and Learn-ing," examines the use of teaching machines, specifically the Chromacord, and its place in this model. Appendices contain: (1) a review of this book by E. Stevick; and (2) an article on the Counseling-Learning model by J. Rardin. A bibliography completes the text. (AM)

ED 146 805 FL 009 046

Wagoner, Dorothy
Language and Demographic Characteristics of the
U.S. Population with Potential Need for Bilingual and Other Special Educational Programs,
July 1975.

ational Center for Education Statistics (DHEW), Washington, D.C.

Pub Date 76

Pub Date 76
Note—76p.; Material in this report was presented in a paper prepared for the annual International Bilingual Education Conference (5th, San Antonio, Texas, May, 1976); Appendices contain small, faded print
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—*Bilingual Education, Chinese, *Demography, *Educational Needs, *English (Second Language), Ethnic Groups, French, Greek, Italian, Japanesee, Korean, Language Role, Language Usage, *Minority Groups, *Non English Speaking, Portuguese, Sociolinguistics, Spanish, Statistical Data, Surveys Identifiers—*Language Minorities
This report summarizes the language background information and certain demographic characteristics of language minorities in the

characteristics of language minorities in the United States. The data were derived from the Survey of Languages, a pilot study of the non-En-glish-language background population aged four and older sponsored by the National Center for and older sponsored by the National Center for Education Statistics as part of the July 1975 Current Population Survey of the Bureau of the Census. Thirteen percent of the population of the U.S. aged 4 and older in July 1975 lived in households in which languages other than English are spoken. There are over 25 million persons in these households. Spanish speakers of other languages. Excluding speakers of Spanish, speakers of other languages Excluding speakers of Spanish, speakers of other languages are estimated to be 10 million: 1.8 million speak Italian, 1.5 million speak French, and another 1.4 million speak German. Speakers of Chinese, Greek, Japanese, Filipino languages, Portuguese, and Korean number between 100,000 and half a million each. There are 1.6 million persons in the U.S. aged 4 and older who do not speak English, three quarters of whom are adults. Fewer than half of the individuals who usually speak Spanish and French are foreign born, in contrast with speakers of other languages. (CLK)

FL 009 047

Omaggio, Alice Birckbichler, Diane Diagnosing and Responding to Individual Learner

Pub Date 77

Note—22p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Columbus, Ohio, April 1977) and at the annual meeting of the American Council on the Teaching of Foreign Languages (San Francisco, California, November 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Classroom Games, Cloze
Procedure, Cognitive Processes, *Diagnostic
Teaching, Educational Diagnosis, Educational
Games, Grammar, *Language Instruction, Language Skills, *Learning Activities, Learning
Characteristics, *Learning Difficulties, Learning
Motivation, Learning Processes, Pattern
Drills (Language), Remedial Instruction,
*Second Language Learning, Skill Development, Teaching Methods, Vocabulary
This paper offers a way to adapt foreign lan-

This paper offers a way to adapt foreign lan-age instruction to individual learner needs and difficulties. The approach consists of two parts: (1) various sources of learner problems are identified and discussed briefly; and (2) over 50 remedial classroom activities are presented and described. These activities are designed to treat specific learner problems encountered when completing various classroom tasks relating to speaking, listening, reading, writing, vocabulary learning, and grammar. The activities are clas-sified in two ways. Each exercise is listed according to the processing demands of the task, and tasks are listed within the framework of a 6 X 8 matrix which specifies activities appropriate in each of 6 skill areas for learners experiencing one of 8 specific learning difficulties. The activities are easily adaptable to individual tutorial sessions, small-group work, or whole-class instruction. All of them are appropriate for use in daily lesson plans, but may also be easily assigned for homework or individual study. Tasks are appropriate for the teaching of any second language and are described in English. (Author/CFM)

ED 146 807

Monod, Pierre Monod, Madeleine
Articulation: Solution de Continuite de la Fin du
Secondaire a la Premiere Annee Universitaire
(Articulation: Closing the Gap between the End
of the Secondary Level and the First Year of the

University). Pub Date 7

Pub Date 77

Note—19p.; In French
Journal Cit—Alberta Modern Language Journal;
v16 n1 p27-40 Aut 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Adjectives, Adverbs, "Articulation
(Program), "Error Analysis (Language),
"French, Higher Education, Individual Study,
"Language Instruction, Nominals, Pronouns,
Secondary Education, "Second Language
Learning, "Teaching Methods, "Transitional
Classes, Verbs, Vocabulary
Identifiers—Alberta
For years, French language instructors in Al-

For years, French language instructors in Al-berta have wondered about the possibility of coordinating in a better way their students' transi-tion from last year of secondary education to first year at the university level. At the end of a university year, errors were found in the French compositions of 34 randomly chosen students (out of 68), which show persistent errors indica-tive of a lack of automatic reflexes in the second language. The suggested remedy is giving the student a thorough understanding of French structure, and constant repetition of these structures. This suggestion is based on the following premises: (1) in a large class, or way to written work; (2) the student must be given individual work to be done outside the classroom; and (3) each lesson must contain a presentation, an exchange between the student and the professor, individual work, and evalua-tion of this work by the professor. (AM)

ED 146 808

FL 009 049

Rubrecht, R.
Making the Language Laboratory Work. Notes on
an Integrated Approach.

Alberta Teachers Association, Edmonton. Modern Language Council. Pub Date 77

Pub Date 77
Note—21p.; Pages 7 and 17 may be marginally legible due to small type
Journal Cit—Alberta Modern Language Journal; v16 nl p6-25 Fall 1977
EDRS Price MF-80.83 HC-81.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—Audiovisual Aids, *Language In-struction, *Language Laboratories, *Language Laboratory Equipment, *Language Laboratory Use, Pattern Drills (Language), Second Language Learning, *Student Motivation, Student Teacher Ratio, Teaching Methods
The language laboratory is a potentially valuable teaching aid. The students' motivation must

ble teaching aid. The students motivation must not be destroyed, however, by forcing them to sit behind a tape recorder in a booth for 45 minutes. They must be given breaks, the working pacemust be changed several times, and they must be convinced that they are doing something useful for their language skills. Close supervision and individual guidance are essential for keeping motivation alive. Some work which is best transferred from the classroom to the laboratory is ferred from the classroom to the laboratory is first practice of texts and conversations and stru tural exercises. A typical low-cost language lab will be based on cassette recorders; booths should not be used because they interfere with normal visual and aural contact. Two conditions must be met if the lab is to function properly as a teaching aid: (1) all material used by the students should be prerecorded, and (2) an instructor should have no more than ten students at one should have no more than ten students at one time. Three complaints are frequently made against language labs: (1) a stifling physical layout, (2) an impossibly high student-teacher ratio, and (3) the irrelevance of lab material to work done in class. A lab program must succeed in eliminating these complaints. (CFM)

ED 146 809

FL 009 050

Lakoff, Robin Tolmach

Psychoanalytic Discourse and Ordinary Conversa-tion. Interfaces, No. 8, Fall 1977.

Spons Agency—Georgetown Univ., Washington, D.C. School of Languages and Linguistics.

Pub Date 77

Pub Date 77

Note--7p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Patterns, Behavior Theo-ries, *Communicative Competence (Languages), *Discourse Analysis, Grammar, Language Patterns, *Linguistic Theory, *Psychiatry, Psycholinguistics, *Psychotherapy, *Social Behavior

This paper is an abstract of the original manus-cript, by Nancy Boulton, which examines the area of intersection between purely linguistic and so-cial behavior to see if the latter is amenable to formal description. The paper examines psychoanalytic discourse and presents evidence for the following hypotheses: (1) since participants can recognize deviation from expected communicative principles, there exists a system of rules of communicative competence; (2) some forms of deviation from this code are more acceptable than others, which suggests rule-governed behavior; and (3) by mutual consent, deviations from the communicative norm are em-ployed and tolerated. The following hypotheses are formulated: (1) an adequate theory of communicative competence must cover both normal and extraordinary forms of discourse; (2) psychoanalytic discourse can be learned because it follows normal rules of communicative competence; (3) differences between normal and psychoanalytic conversation occur by mutual consent of the participants, and are therefore tolerable; and (4) Freud's basic rule of analysis and the ordinary rules of communicative competence are not mutually compatible, but viola-tion of the latter in the analytic setting provides the basis for the analyst's interpretations. (Author/AM)

ED 146 810

FL 009 051

Boulton, Nancy
The Curative Power of Language: A PatientTherapist Shared Belief.
Spons Agency—Georgetown Univ., Washington,
D.C. School of Languages and Linguistics.

Pub Date 77

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Patterns, Behavior Theories, *Discourse Analysis, *Language, Language Patterns, *Language Role, Linguistic

Theory, "Psychiatry, Psycholinguistics,
"Psychotherapy, Social Behavior, Vocabulary
Identifiers—"Magic, Suggestology
Language has the power to structure and
change thought and behavior, where there exists
a belief in this positive power of language, Magic
is curative because the language of magic has a
powerful suggestive effect on the human mind
familiar with the context in which this language is
used. In psychotherapy, the special terminology is
a vital part of therapy. The language of Transacpowerful suggestive effect on the human mind familiar with the context in which this language is used. In psychotherapy, the special terminology is a vital part of therapy. The language of Transactional Analysis, for example, represents the belief, shared by patient and therapist, that destructive behavior can be identified and changed; therefore, this language assists in the modification of behavior. Therapy techniques developed for working with drug addicts also rely on special language which helps separate the addict from his destructive patterns of behavior and form a new self-image. Ineffective communication patterns can be identified by carefully listening to the words a person uses to describe his experiences and relationships. Grinder and Bandler's therapy involves a kind of meta-language which helps the patient recognize the way he views himself and his environment. (Author/AM)

ED 146 811

FL 009 053

Nostrand, Howard Lee American Civic Issues in the Light of European Experience. Washington U ington Univ., Seattle.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 77 Note-84p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—*Bilingual Education, *Child Care, *City Planning, *Cultural Differences, Cultural Education, *Day Care Programs, French, Language Planning, Preschool Education, Public Policy, *Regional Planning, Sociolinguistics, Supposition, *Preschool Education, Public Policy, *Regional Planning, Sociolinguistics, Supposition, *Preschool Education, Public Policy, *Regional Planning, Sociolinguistics, Supposition, *Preschool Education, *Pr Symposia Identifiers—France, Washington (Seattle), West

Germany
This series of discussions is based on an experiment, created by a multidisciplinary French Civilization Group in Seattle, the purpose of which was to compare the ways in which dif-ferent cultures deal with certain civic issues. Four discussions were held over a period of two months. Two were concerned with day care edu-cation, one with bilingual/bicultural education, cation, one with bilingual/bicultural education, and one with urban-regional planning. The session on day care contrasted the American model with the French, or Latin-European, the Scandinavian, and the Socialist models. The session on bilingual/bicultural education compared the American approach to that of West Germany. The final session described the French government's efforts after World War Two to decentralise convertment and industry, and conversed these ize government and industry, and compared these efforts to the United States' efforts at urban and regional planning. Each session consists presentations followed by a discussion. (AM)

ED 146 812

Riley, P.
From Fact to Function: Aspects of the Work of the C.R.A.P.E.L. Melanges Pedagogiques, 1974. Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues. Pub Date 74

Note-13p.; In French; Paper presented at the Annual Meeting of the British Association;

Contains some small type EDRS Price MF-\$0.83 HC-\$1.67 Plus Posta

Descriptors—*Adult Education, Applied Lin-guistics, Audiovisual Aids, Autoinstructional guistics, Audiovisual Aids, Autoinstructional Aids, Communicative Competence (Languages), Educational Research, Educational Technology, *English (Second Language), English for Special Purposes, *Independent Study, Instructional Materials, *Language Instruction, Language Research, Language Skills, Material Development, Psycholinguistics, *Research and Development, Centers, Second Language Learning, Second Language, Sociolinguistics, *Teaching Methods

Identifiers-*CRAPEL

The aim of this paper is to describe certain characteristic aspects of the work of C.R.A.P.E.L. (Centre de Recherches et d'Applications Pedagogiques en Langues), and, in doing so, to outline the overall approach and the conceptual framework on which that work is based. The description of the nature and or-

ganization of C.R.A.P.E.L. is followed by a discussion of its contributions in the area of English instruction to adult, non-specialist learners. The center was founded in 1962, and is one of a The center was founded in 1962, and is one of a group of four loosely related linguistics research centers within the University of Nancy, in France. The range of interests and activities include educational technology, micro-teaching, teaching by radio and television, French for immigrants, the description of oral language, materials production and evaluation, language-teaching methods and strategies, and teacher training. The approach used in the teaching of English to adults is designed to meet the immediate and specific needs of these learners. The emphasis is on the development of autonomy, both linguistic and pedagogic, and on the provision of self-access materials. In this regard, the activities of a group of applied linguists (the Commission de Langue Orale) in the preparation of instructional materi-Orale) in the preparation of instructional mat als are described. (CLK)

ED 146 813

FL 009 055

Holec, H.

Cours Initial d'Anglais Oral: Une Approche Fonctionnelle (A Beginning Course in Oral English:
A Functional Approach). Melanges
Pedagogiques, 1974.

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

Pub Date 74

Note—18p.; In French; Contains some small type EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Adult Education, Adult Students, Audiovisual Aids, *College grams, Communicative Competence grams, Course Content, *Course Descriptions, Course Objectives, Course Organization, *English (Second Language), *Language Instruction, *Teaching Methods, Verbal Communication

This article presents an analysis of a course in oral English created at the University of Nancy in 1974 for adult beginning students of English as a second language. The linguistic foundations of the course are discussed (verbal communication and communicative competence), as well as its psychopedagogic and pedagogic bases (cognitive approach, use of authentic materials, and use of audiovisual aids). The course's objectives are ned in terms of communicative competence. Finally, a syllabus is provided as well as a sion of morphosyntactical progression in the course. (Author/AM)

ED 146 814

FL 009 058

Duda, R.
Fonctions Discursives et Communication Ecrite
Written Communica-(Discursive Functions and Written Communica-tion). Melanges Pedagogiques, 1974. Nancy Univ., (France). Centre de Recherches et

d'Applications Pedagogiques en Langues. Pub Date 74

Pub Date 74
Note—14p.; In French; Contains some small type
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Communication (Thought

DRS Frice MF-\$0.83 HC-\$1.67 Plus Postage, escriptors—"Communication (Thought Transfer), *Communication Skills, Discourse Analysis, Language Instruction, *Reading Comprehension, Second Language Learning, *Verbal Communication, *Writing Skills, *Written Language Lagrange, *Verbal Communication, *Writing Skills, *Written Language Lagrange, *Verbal Communication, *Writing Skills, *Written Language, *Verbal Communication, *Writing Skills, *Writing *Wr *Written Language Identifiers—*Illocutionary Act

This article describes discursive functions in the three major areas of non-literary written comdence; (2) technical reading or editing; and (3) the press. Illocutionary acts are examined under their three aspects: graphic, lexical, enunciative. This description is intended to result in training materials for advanced level written expression and comprehension. (Author/AM)

ED 146 815

FL 009 063

Les Erreurs en Traduction (Errors in Transla-tion). Melanges Pedagogiques, 1970. Nancy Univ., (France). Centre de Recherches et

d'Applications Pedagogiques en Langues. Pub Date 70

Pub Date 70
Note—22p.; In French
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*English (Second Language),
*Error Analysis (Language), Essay Tests,
Grammar, Language Instruction, *Language
Tests, Secondary Education, *Second Language Learning, Testing, Test
*Translation, *Written Language

An experiment was carried out to investigate An experiment was carried out to investigate errors in translation exercises done by French students studying English as a second language. A code was devised to rate errors as being: (1) lexical or grammatical, and (2) related to the signifier or the signified, with further subdivisions within these groups. While this method has the advantage that it is rigorous, practical, and informative, some classifications are admittedly ambiguous and some errors described from two series of translators. errors were compiled from two series of translacompiled to facilitate certain errors. Although this research must be considered non-definitive, some conclusions may be drawn from it. Among these are the importance of: (1) the grammar test over the essay as a reliable measure of grammartical competence: (2) gradation in the presentation. over the essay as a relative measure or grammati-cal competence; (2) gradation in the presentation of grammatical and syntactic structure; and (3) grammar courses and composition courses to fill the gaps demonstrated by analyses such as this. (Author/AM)

ED 146 816

FL 009 064

ED 146 816 PL 009 004
Cembalo, M.
L'Enseignement du Vocabulaire aux Debutants en
Anglais (Teaching Vocabulary to Beginning English Students). Melanges Pedagogiques, 1970.
Nancy Univ., (France). Centre de Recherches et
d'Applications Pedagogiques en Langues.
Pub Date 70

Note—9p.; In French
EDRS Price MF-\$0.83 HC-\$1.67 Plus Po Descriptors—Audiovisual Aids, *English (Second Language), *Language Instruction, Second Language Learning, Semantics, *Teaching Methods, Translation, *Vocabulary, Vocabulary

ry Development This is an analysis of the linguistic problems

posed by vocabulary instruction in an introducto-ry English course. Three criteria should govern nethod chosen for the teaching of vo any method chosen for the teaching or vocabula-ry in an introductory course in English as a second language: (1) semantic relations within the lexicon; (2) vocabulary progression indepen-dent of grammar and dialogues; and (3) diversifi-cation in presentation methods. (Author/AM)

ED 146 817 FL 009 070

Duda, R. And Others

Experiments in English for Special Purposes.

Melanges Pedagogiques, 1975.

Nancy Univ., (France). Centre de Recherches et

d'Applications Pedagogiques en Langues. Pub Date 75

Pub Date 75

Note—26p.; Contains some small type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Adult Education, *College Language Programs, *Curriculum Development, *English (Second Language), *English for Special Purposes, Grammar, Higher Education, Language Instruction, Language Skills, Listening Comprehension, Media Selection, Medical Education, Medical Students, Medical Vocabulary, Professional Training, Reading Comprehension, Reading Skills, Science Curriculum, Second Language Learning, *Teaching Methods, Vocational Education

This report describes four experiments in En-

This report describes four experiments in English for Special Purposes conducted by or involving the Centre de Recherches et volving the Centre de Recherches et d'Applications Pedagogiques en Langues. English for Special Purposes is discussed in relation to language skills, grammatical and functional progression, "autonomization" and individualization of language acquisition, and the use of authentic material. The following articles are included: (1) "Une Experience d'Enseignement d'Anglais Specialise au Niveau Debutant," by O. Beacht. (2) "Illus Appropria de l'Anglais de d Angians speciainse au Niveau Debutant," by U. Regent; (2) "Une Approche de l'Anglais de l'Informatique a Travers la Presse Specialisee," by M.-J. Gremmo; (3) "An Approach to the Teaching of Scientific English," by E. McRae; and (4) "A Course in Advanced Medical English," by R. Luceri and R. Duda. (Author/CFM)

ED 146 818 FL 009 079

Riley, P. Zoppis, C.
The Sound and Video Library: An Interim Report
on an Experiment. Melanges Pedagogiques, on a

1976.
Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.
Pub Date 76
Note—21p.; Contains some small type
EDRS Price MF-\$0.83 HC-\$1.67 Plus Pestage.
Descriptors—Audio Video Laboratories, Audiovisual Aids, Audiovisual Centers,

*Autoinstructional Laboratories, *College Libraries, English (Second Language), Higher Education, *Language Instruction, *Language Laboratories, *Language Laboratory Equip-ment, *Library Facilities, Second Language Learning, Tape Recordings, Video Cassette Systems

Systems

An experimental sound- and video-library has recently been established by the Centre de Recherches et d'Applications Pedagogiques en Langues at the University of Nancy II. This article describes the functioning of the library system and gives a brief explanation of the underlying pedagogical principles which have guided the design, choice of equipment and layout. The library was designed so that students would be able to find the right kind of materials whenever they were free and ready to use them. Therefore, it was necessary to have an abundant and varied supply of adequate materials in stock, a practical supply of adequate materials in stock, a practical g system and convenient opening times. It also necessary to persuade students that they could be their own tutors. The equipment chosen consists of 12 booths with audio-active-comparaette recorders, 20 cassette-players, and a listening unit, consisting of a tape-recorder and eight earphones, and ten video cassette recorders, each linked to a black and white TV screen. The statistics show a promising and steady rise in the number of requests for materials in the library. (Author/CFM)

ED 146 819 FL 009 080

Roussel, F.
Towards a Reduction of Transfer Failures in Second Language Oral Skills. Melanges Pedagogiques, 1976.
Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.
Pub Date 76

Note—17p.; Paper presented at the International Congress of Applied Linguistics (4th, Stuttgart, Germany, 1975); Contains some small type EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communication Skills escriptors—Communication Skills,
*Communicative Competence (Languages),
Decoding (Reading), Inhibition, Interference
(Language Learning), *Language Instruction,
Language Skills, Listening Comprehension,
*Psycholinguistics, Psychological Patterns,
*Second Language Learning, Sociolinguistics,
Speech Communication, *Teaching Methods,
*Transfer of Training
Communicative competence in a second lan-

Communicative competence in a second language is conditioned by the transfer of linguistic, heuristic and interactive aptitudes. A solution to the problems raised by this threefold transfer might be found in the conjunction of psycholin-guistic and sociolinguistic insights. A number of pedagogical techniques are suggested in order to show how the integration of a sociolinguistic model of interaction into a psycholinguistic model of encoding and decoding can be effected in practice. (Author/CFM)

ED 146 820 FL 009 085

Zoppis, C.

Experience d'Enseignement de l'Alphabet
Phonetique (An Experience in the Teaching of
the Phonetic Alphabet). Melanges Pedagogiques,

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues. Pub Date 73

Note—14p.; In French; Contains some small type EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Alphabets, College Language Programs, Course Descriptions, *English (Second Language), Higher Education, Language Instruction, Language Laboratories, Learning Activities, Oral Reading, *Phonetics, *Phonetic Transcription, Phonology, *Pronunciation, *Second Language Learning, Speech Communication, Teaching Methods
This article describes a program at the University of Nancy, for the teaching of introductory phonetic transcription to beginning students majoring in English. The alphabet chosen for this program, the English Pronouncing Dictionary

majoring in English. The alphabet chosen for this program, the English Pronouncing Dictionary Alphabet, lends itself particularly to use with beginners. Introduction to this alphabet takes place in ten sessions in the language laboratory in which the student learns the correspondence between phonetic symbol and sound via dictation. This is followed by a series of exercises for phonetic alphabet practice, which consist of texts written in transcription (cultural texts, fill-in-the-blanks, crossword puzzles, limericks, phonemic blanks, crossword puzzles, limericks, phonemic

twisters, etc.) and which are carried out orally by groups of five students supervised by a British in-structor. Sample exercises are appended. (AM)

ED 146 821 FL 009 086

Pub Date May 77
Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Bengali, Bibliographies, Educational
Finance, *Educational Policy, Elementary
Secondary Education, *English (Second Language), Higher Education, Hindi, Instructional
Materials, *Language Instruction, Language of
Instruction, *Language Role, Language
Teachers, *Language Usage, *School Systems,
Second Language Learning, Second Languages,
Teacher Education
Identifiers—*India

This profile in outline form examines the English language teaching situation and the role of English in India. The profile considers these issues by region, that is, the eastern, southern and northern regions of the country. For each region, the following topics are covered: the role of English; English within the educational system, including a discussion of curriculum, teacher training, and teaching materials; English outside the ational system, including British and Ar ican support for the teaching of English. A list of current research and a short bibliography con-clude each section. (CLK)

ED 146 822 FL 009 087 anco, George And Others lingual Education: Current Perspectives. Volume 4: Education. Center for Applied Linguistics, Arlington, Va. Pub Date Nov 77 -155p.; For related documents, see ED 142

073-074 and ED 144 378

Available from-Center for Applied Linguistics, 1611 North Kent St., Arlington, Virginia 22209 (\$7.95 plus \$1.50 postage and handling for or-ders under \$10.00)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Po Descriptors—Biculturalism, *Bilingual Education, Bilingualism, *Cross Cultural Training, Bilingualism, *Cross Cultural Trainin
*Educational Finance, Educational Legislatio Educational Needs, Educational Policy, Ele-Educational Needs, Education Policy, Ele-mentary Secondary Education, Federal Legisla-tion, Language Instruction, Language of In-struction, Language Proficiency, Language Research, Language Tests, Program Costs, *Psycholinguistics, Second Language Learning, *State of the Art Reviews, Student Needs, *Testing
The Office of the Commonwealth of Puerto

Rico and the Center for Applied Lingui cooperated in a state-of-the-art study of the field of bilingual education. State-of-the-art papers were commissioned in four general areas con-cerning bilingual education: social science, lan-guages and linguistics, law, and education. Each paper formed the central focus for a separate conference at which it was discussed and elaborated upon by specialists from various fields within a given discipline. This volume is the fourth in a series of four volumes that present the major papers and viewpoints of discussants. The focus of this volume is education. One major paper is presented, "The Education Perspective," paper is presented, "The Education Perspective," by George Blanco, and the viewpoints include: "Budgeting for Bilingual Education," by Jose A. Cardenas; "Psycholinguistic Evidence," by James Cummins; "Analyzing Bilingual Education Costs," by Joseph D. Garcia; "Cross-Cultural Research," by William Hall; "Meeting the Needs," by Byron W. Hansford; and "The Importance of Testing," by Protase Woodford. (CLK) (CLK)

FL 009 088 ED 146 823 Sandoval, Carmel, Comp. Gann, Susan, Comp.
Bilingual Education Resource Guide. Reference
and Resource Series.
National Education Association, Washington,

Pub Date 77

Note—125p.

Available from—National Education Association, Order Dept., The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 1506-1-00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—American Indians, Bibliographies, Biculturalism, *Bilingual Education, College Programs, Educational Finance, *Educational Programs, Educational Finance, *Educational Legislation, Elementary Secondary Education, Federal Legislation, Federal Programs, Higher Education, Language Instruction, Language of Instruction, Language Programs, Mexican Americans, Program Evaluation, *Resource Guides, Resource Materials, *State Programs, Teacher Education, *Teacher Programs The successful implementation of bilingual/multicultural education programs depends, at least in part, on the availability of information on legislation, funding, teacher education, and program evaluation. This volume contains current descriptions and listings of resources essential to

descriptions and listings of resources essential to the functioning of any bilingual education pro-gram. Contents include a discussion of bilingual education in Public Law 93-380, a consideration education in Public Law 93-380, a consideration of state bilingual education programs, an outline for a comprehensive education plan, background leading to Lau vs. Nichols, a directory and discussion of the activities of the CACTI (Cultural Awareness Center Trilingual Institute) Advisory/Evaluative Committee, a review of the Emergency School Aid Act funding of bilingual programs and Emergency School Alo Act tuning of bilinguist programming, a list of bilingual programs and grants in institutions of higher education and of civil rights activities general assistance centers, selective educational bibliographies of informa-tion and resources useful in Mexican American education and Native American education, and a guide to teacher education programs for bilin-gual-bicultural education in U.S. colleges and universities. (CLK)

ED 146 824 CSP Directory of Suppliers of Education Language Materials, 1978. Pub Date Sep 77

Note—29p.

Available from—Cruzada Spanish Publications, P. O. Box 650909, Miami, Florida 33165 (\$5.00, \$4.00 for five or more copies to the same ad-

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.
escriptors—Adult Education,
Aids, Bilingual Education, *Audiovisual *Directories, Discographies, Educational Equipment, Elementary Secondary Education, Equipment, Elementary Secondary Education, Encyclopedias, Films, Foreign Language Periodicals, Higher Education, Information Sources, Instructional Aids, "Instructional Materials, Job Placement, *Language Instruc-tion, Language Laboratory Equipment, Newspapers, Organizations (Groups), Periodi-cals, Reference Materials, *Resource Materials, *Second Language Learning, Slides, Study Abroad, Tape Recordings, Textbooks, Trans-parencies

parencies
This directory of suppliers of educational foreign language materials provides information on the following items: adult education materials, bilingual-bicultural materials, books, dictionaries and encyclopedias, films and filmstrips, journals, lab and classroom equipment, pen pals, placement bureaus, posters, records, cassettes, tapes and 8-tracks, slides, study abroad, textbooks and and 8-tracks, slides, study abroad, textbooks and workbooks, and transparency sets. Special sec-tions and supplements include a list of free materials, a guide to foreign information sources, and lists of foreign embassies in the U.S., educa-tional associations, bilingual education centers, foreign language newspapers, and literary periodi-cals. (CLK)

HE

HE 009 311 ED 146 825 Bessai, Judith And Others Destai, Junio And Oriers
The Development and Use of the Program Evaluation Survey (PES): A Measure of Student
Majors' Perceptions of and Satisfaction with
Their Academic Department.

Illinois Univ., Urbana. Office of Instructional

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date Aug 77

Note—87p.; Some parts may be marginally legible due to print quality of original EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Course Evaluation, Curriculum Evaluation, *Evaluation, *Formative Evalua-tion, Graduate Students, *Higher Education, Program Evaluation, School Surveys, *Statistical Surveys, *Student Evaluation, Surveys, *Student Evaluation, Undergraduate Stu-*Summative Evalu

The Program Evaluation Survey (PES) was The Program Evaluation Survey (PES) was developed to measure student perceptions of and satisfaction with the instructional, curricular, advising, and operational phases of an academic department. The monograph is a report of a series of studies conducted to determine the validity and usefulness of the PES designed to provide both formative evaluation information to departmental faculty and summative information to campus committees and administration. This item survey, developed for use in a cyclical de-partmental review process, has been administered partmental review process, has been administered to over 7,000 undergraduate and 3,000 graduate majors in 48 academic departments at the University of Illinois, Urbana-Champaign. Hierarchical factor analysis indicates that the items measure student satisfaction with four specific dimensions (value of major, satisfaction with instruction, mentorship, and curricular offerings) and a general dimension (overall satisfaction). Scales associated with the four specific facterings) and a general dimension (overal satisfac-tion). Scales associated with the four specific fac-tors are invariant across undergraduates and graduates and are also able to discriminate among departments and identify possible strengths and weaknesses in a department. The correlations between the PES scales and 17 faculty characteristics indicate that student satisfaction was most highly related with faculty membership in college committees. The PES seems to be mea suring dimensions of the department that reflect the supportive and facilitative role of the departmental faculty and the challenging role of the department through its faculty, standards, and requirements. (Author/JMF)

ED 146 826

HE 009 312

Shulman, Carol Herrnstadt

Shulman, Carol Herrnstadt
University Admissions: Dilemmas and Potential.
ERIC/Higher Education Research Report No. 5.
George Washington Univ., Washington, D.C.
ERIC Clearinghouse on Higher Education.
Spons Agency—American Association for Higher
Education, Washington, D.C.; National Inst. of
Education (DHEW), Washington, D.C.
Pub Date 77

Note-60p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Po escriptors—*Administrative Policy, Admission (School), *Admission Criteria, *Admissions Counselors, Competitive Selection, Educational Supply, *Enrollment, Enrollment Trends, *Higher Education, *Objectives, Recruitment, Student Application

University admissions policies have been subject to scrutiny and change over the last several years and have reflected, in turn, the point of view of the institution, society, and the student. This research report discusses the period of the stuties when the poles of merit versus equal op-portunity shaped the admissions debate along portunity shaped the admissions debate along with questions of the appropriate admissions strategy to accommodate an open door approach. The seventies, a period of decreased enrollment, is discussed in light of the demand for new strategies that have arisen to attract students to institutions. Legal issues that pose problems of constitutionality in matters of quotas and reverse discrimination are outlined. (JMF)

MacDonald, Douglas S.
Alternative Tuition Systems. ERIC/Higher Education Research Report No. 6.
George Washington Univ., Washington, D.C.
ERIC Clearinghouse on Higher Education.

Spons Agency—American Association for Higher Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

ED 146 827

Pub Date 77
Note—53p.
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Educational Finance, *Federal Aid,
Financial Support, *Higher Education, Income

Contingent Loans, *State Aid, *State Federal Aid, Student Costs, *Student Financial Aid, Student Loan Programs, *Tuition, Tuition Grants

Grants
This monograph reviews the alternative tuition systems that colleges, universities, states, and the Federal Government have implemented, are in the process of developing, or have proposed to use in helping families pay for the escalating costs of postsecondary education. It considers models for pricing tuition, ways to keep tuition low, and suggestions about how parents and students can finance a postsecondary education. The inajor tuition surcharge plans that have been suggested to finance postsecondary education are surveyed, and recommendations for the apportionment of the responsibility for financing postsecondary the responsibility for financing postsecondary education are made. Also discussed are institu-tional alternative tuition plans that feature income-contingent loans, tuition postponement op-tions, prepaid installment systems, and moderate-ly low-interest loan programs. In addition, several state and federal alternative plans and regional reciprocity programs that bear directly on the in-stitutional alternative tuition plans are examined. The implications of alternative tuition plans are summarized, especially in relation to federal-state reciprocity agreements. (Author/IMF) reciprocity agreements. (Author/JMF)

ED 146 828 HE 009 316

Callander, John B.
The Development of the Continuing Education
Unit and Selected Applications within Virginia. Pub Date May 77 _70p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptor—Adult Education, Continuing Education Centers, *Continuing Education Units, Credits, Educational Development, *Higher Education, *Legal Education, *Medical Education, *Professional Continuing Education, Program Development, Standards, *Teacher Education, *Teacher Education,

Identifiers-*Virginia

Identifiers—*Virginia
Since 1968 there has been a growing trend
toward recognition of a uniform unit of credit for
continuing education programs, the Continuing
Education Unit (CEU). This study investigates
the development of the CEU since 1968 and
identifies trends in its application to the selected
professions of Law, Medicine and Teaching in the
state of Virginia. Development of the CEU is
traced from the commitment to continuing education in the mid-1960s to the final development cation in the mid-1960s to the final development of national guidelines and the use of the CEU in Virginia. (JMF)

ED 146 829 HE 009 349 University of California, Berkeley Campus Statistics, Fall Quarter 1976 and Year 1975-76. California Univ., Berkeley. Office of Institutional

Pub Date Jun 77

Pub Date Jun 77
Note—90p.; Not available in hard copy due to small print of original document
Available from—Office of Institutional Research, University of California, Berkeley 94720
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.
escriptors—Academic Achievement, Age, College Majors, *College Students, *Degrees (Titles), *Enrollment Rate, Ethnic Groups, Females, Grade Point Average, Craduate Study, Higher Education, Institutional Research, Males, Part Time Students, Research Projects, School Surveys, *State Universities, Statistical Data, *Student Characteristics, Study Abroad, Summer Schools, Tables (Data), Transfer Students, Undergraduate Study, Units of Study, University Extension of Study, University Extension For the fall enrollment in 1976, data are given

For the fall enrollment in 1976, data are given for: (1) campus enrollment summary; (2) new, continuing, and returning students; full- and part-time students; (3) undergraduate enrollment by college, school, or program and class level; (4) major field of study (broken down for new students and total enrollment); (5) undergraduate and graduate students by department; (6) study abroad; (7) residence at time of admission; (8) transfers by type of institution; (9) age; (10) ethnic background by college, school, or program, and by sex; (11) and university extension. For the year's enrollment, data are given for categories 1, 2, 3, 4, 5, 7, 8, and 11, and additionally for: degrees and certificates awarded, both by degree and by department; distribution of cumulative grade-point averages for students who cumulative grade-point averages for students who completed during the spring quarter; summer session enrollments; and instructional staff in teaching departments. Data are presented in ta-bles, and no analysis is given. (MSE)

HE 009 378

Bales, Enid Buswell Bullock, Jack M. A Follow-Up Study of Selected Women Attending West Texas State University from Fall, 1973, through Spring, 1975. Final Report.
American Association of Univ. Women, Washington, D.C.; West Texas State Univ., Canyon.
Pub Date Aug 77
Note—124n

Note-124p. Available from Available from—American Association of University Women Educational Foundation, 2401 Virginia Ave., N.W., Washington, D.c. 20037
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

DRS Price MF-\$0.83 HC-\$6.01 Plus Postage. electriptors.—Alumni, "College Students, Educa-tional Improvement, Educational Mobility, "Educational Quality, Employment Patterns, "Fermales, Graduate Surveys, "Higher Educa-tion, Institutional Research, Job Skills, Questionnaires, Research Projects, School Sur-veys, Student Characteristics, "Student Ex-perience, Tables (Data), "Womens Education The object of the investigation was to obtain

The object of the investigation was to obtain data on a random sample of women attending West Texas State to evaluate the educational ex-West Texas State to evaluate the educational experience for women there. Specifically, the study was to provide:(1) a profile of women students; (2) personal and professional information about individuals; (3) students' judgments of their acquisition of competencies and useful professional knowledge; (4) current information on educational and employment patterns; and (5) feedback on how the university experience might be improved. Five hundred fifty-eight women participated. The results are presented in tabular and narrative form. No statistical analyses were made. The two questionnaires used (for current students The two questionnaires used (for current students and for alumnae) are appended. (MSE)

ED 146 831 lity and Change-Postsecondary Educa Future.

Southern Regional Education Board, Atlanta, Ga. Pub Date 13 Jul 77

ote—49p.; Proceedings of SREB Legislative Work Conference (26th, Point Clear, Alabama, July 10-13, 1977); Small type in some figures

may not reproduce clearly Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30j13 (\$2.00) EDRS Price MF-\$0.83 HC-\$2.06 Plus Por

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—"Career Planning, Collective Bargaining, *Conference Reports, *Educational
Assessment, Educational Change, Educational
Planning, Financial Problems, Futures (of
Society), *Government School Relationship,
*Higher Education, Manpower Needs, Needs
Assessment, *Retrenchment, *Southern States,
State Legislation State Legislation

Problems, issues, and the potential of higher education were discussed at SREB's 26th Legislative Work Conference. Higher education's dilemma is that a steady state will bring increased presma is that a steady state will bring increased pressures for change, not for operating on the basis of more of the same. Topics in the report include: highlights of a profile of higher education in the South, 1985; new assumptions for higher education: (1) from the state higher education agency, by Kenneth Ashworth; (2) from the legislature, by Lucille Maurer; and (3) from the university, by Frank Newman; higher education cost realities by both John D. Millet and Frank A. Schmidtlein; by both John D. Millet and Frank A. Schmidtlein; a perspective on education and employment in the South, by E. F. Schietinger; regional manpower outlook, by Eva C. Galambos; career planning at colleges and universities, by Anne Seawell; education as a state priority, by Ralph D. Turlington; and views on collective bargaining, by John R. Silber and Robert D. Nielsen. (LBH)

E.D 140 832

Hamilton, Bette Everett

Laufer, Martin E.
Aid to Higher Education. A Continuing Federal

Dilemma (Historical Involvements and

Precedents for the Future).

Michigan Univ., Ann Arbor. Center for the Study

of Higher Education.

Pub Date Jul 75 ED 146 832 HE 009 386

Pub Date Jul 75
Note—61p.

Available from—Center for the Study of Higher Education, School of Education, The University of Michigan, Ann Arbor, Michigan (82.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Educational Finance, Educational History, *Federal Aid, *Federal Legislation, Financial Support, *Government Role, *Government School Relationship, *Higher Education, Historical Reviews, *Political Influences, Public Education, Trend Analysis The events and legislation that have led to the present federal policy toward history duration.

present federal policy toward higher education present tederal policy toward higher education are traced. The ongoing federal policy is shown to reflect the instability of a constantly changing political environment and a lack of consensus on the part of the political figures. The federal government has, within the last two decades, considerably increased its impact on higher education as a result of unprecedented funding. That funding has been largely the result of an increase. funding has been largely the result of an increas-ingly broader definition of what the public wel-fare and the national defense might encompass, and what higher education might provide for wel-fare and defense. (A five-page bibliography is in-cluded.) (Author/LBH)

Strengthening Developing Institutions. Title III of the Higher Education Act of 1965. Advisory Council on Developing Institutions,

Washington, D.C. Pub Date Mar 77

Note—87p.; Parts of appendix may be marginally legible due to small type
Available from—U.S. Office of Education, Ad-

visory Council on Developing Institutions, Washington, D.C. 20202 EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Educational Legislation, Educa-tional Problems, *Federal Aid, *Federal Legislation, Financial Support, *Government School Relationship, Grants, *Higher Educa-tion, Minority Groups, Small Colleges, Tables (Data)

Identifiers—*Developing Institutions, *Higher Education Act Title III

Recommendations are developed in this 1976 annual report of the Advisory Council on Developing Institutions to enhance the effectiveness of the current Title III program, and to enable the affected schools to enter the mainstream of American higher education. This report covers: the functions and activities of the council; the continuing need for assistance; provisions of Title II; developments during 1976; and a report on Title III benefits to minorities. Appended are data on awards by institution, funding by state, maps of grantee and participating institutions, maps of students at those institutions, the authorizing legislation, and regulations. (LBH)

ED 146 834 HE 009 399

Marienau, Catherine University Without Walls Handbook. University Without Walls, Minneapolis, Minn. Pub Date May 75

Note—147p.

Available from—University Without Walls,
University of Minnesota, 331 Note Center,
Minneapolis, Minn. 55455

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
Descriptors.—Administrative Policy, College Students, *Degree Requirements, *Degrees (Titles), *External Degree Programs, Faculty Advisors, Graduation, Guides, Higher Education, Independent Study, *Individualized Curriculum, *Individualized Programs, Instructional Materials, Performance Contracts, Programs, Contents, Programs, Guides, Programs gram Content, Program Guides, Program Planning, School Registration, State Universi-ties, Student Evaluation, Student Experience

ties, Student Evaluation, Student Experience Identifiers.—Experiential Learning
The handbook provides practical guidelines for approaching and carrying out an individual program at the University Without Walls (UWW). Section one gives an overview of UWW, with key of the processing and processing and the party of the processing and processing and the processing and affiliations, concepts, and materials, and a look at student participation. Section two contains information on implementing a program: program ad-visors, faculty advisors, self-designed study pro-jects, student contracts, documenting experiential and other learning, evaluation, long-term degree plans, and coursework options. Section three covers degree requirements and the graduation review process. Section four reviews bureaucratic procedures and policies on registration and stu-dent status, and section five covers miscellaneous necessary information. (MSE) ED 146 835 HE 009 401

ED 146 835

HE 009 401

Johansen, Robert McNulty, Maureen

Alternative Futures and Postsecondary Education
in Pennsylvania. A Context Document Preceding
the Master Plan for Higher Education in
Pennsylvania. Report R-39.

Institute for the Future, Menlo Park, Calif.
Spons Agency—Pennsylvania Association of Colleges and Universities, Harrisburg.

Pub Date Jul 77

Notes. 199.

Pub Date Jul 77
Note—198p.
Available from—Institute for the Future, 2740
Sand Hill Road, Menlo Park, California 94025
EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.
Descriptors—College Role, "Delivery Systems,
Demography, Educational Demand, Educational Planning, Educational Demand, Educational Planning, Educational Quality, "Equal
Education, "Financial Needs, "Futures (of
Society), "Higher Education, "Master Plans,
State Action, Statewide Planning, Trend Analysiz

sus Identifiers—*Pennsylvania, United States Societal developments occurring within the United States over the next 10 to 15 years that United States over the next 10 to 15 years that should be considered in constructing the new master plan for higher education in Pennsylvania are explored in this research report. National data collected by the Institute for the Future are re-interpreted along with newly-synthesized information related to Pennsylvania. Societal trends and educational each serve education of the state of the s mation related to Pennsylvania. Societal trends and educational goals are reviewed in terms of age distribution, geographic distribution, households and families, income levels and distribution, labor force participation, occupational mix, unemployment and underemployment, provision of social services, personal stress, organizational complexity, and attitudes toward technology. Equal educational opportunity and quality education are examined in a subsequent chapter, followed by studies of programs and services, delivery systems, and finance. Statistical data are included throughout the report. (LBH)

The College Handbook Index of Majors.
College Entrance Examination Board, New York,
N.Y. ED 146 836 Pub Date 77

Available from-College Board Publication Orders, Box 2815, Princeton, NJ 08540 (\$6.95) EDRS Price MF-\$1.16 Plus Postage. HC Not

EDRS Price MF-51.16 Plus Postage. HC Not Available from EDRS.
Descriptors—Associate Degrees, Bachelors Degrees, *College Curriculum, *College Majors, *Degrees (Titles), Doctoral Degrees, *Higher Education, Indexes (Locaters), Intellectual Disciplines, Masters Degrees, National Surveys, Professional Education, *Units of Study.

ntifiers—College Handbook Index of Majors, ligher Education General Information Survey Higher Education General Information Survey
Based on data collected from colleges and
universities during the 1976-77 academic year,
the index is organized by major fields of study.
For each of more than 350 fields of study, the
colleges that report offering a major in that field
are listed by state. Also shown are the levels at
which the major is offered in the institution: associate, bachelor's, master's, doctorate, or first
professional degree, or work beyond the first
professional or doctor's degree. 2,049 institutions
are included in the listing. The list of curriculum
fields corresponds to that used in the U.S. Office
of Education's Higher Education General Information Survey. This index is a companion volume
to "The College Handbook." (MSE)

HE 009 403 Polytechnic Developments. Coombe Lodge Report, Study Conference 74/11. Further Education Staff Coll., Blagdon ents. Coombe Lodge Report,

(England). Note—103p.; Papers presented at a conference Available from—Report Editor, Coombe Lodge, Blagdon, Bristol BS18 6RG, England (One

Blagdon, Bristol B316 vites, pound)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Chief Administrators, Construction Management, Costs, Course Evaluation, "Curriculum Development, "Educational Facilities, Facility Planning, "Foreign Countries, Research Projects, "Resource Allocations, Staff Improvement, State Agencies, "Technical Education, Technical Institutes, "Vocational Education

Identifiers-*Great Britain, Research Administra-

Papers on new developments in vocational-technical education in Britain include: the polytechnic, its academic board and organiza-tional structure (J.V. Pepper, M. Emerson); the development of polytechnic courses: an analysis of the steps to be taken within the school to of the steps to be taken within the school to begin a new course (J.A. Sandbach); course validation and approval: the inspectorate (P.D. Dudley); course validation and approval: the Council for National Academic Awards (A.M. Ridler); determination of course costs (K.C. Stephenson); control of the allocation of resources (N.T. Bloomer); staff development practice (I.W. Hannaford); the costing and control of polytechnic research (D.W.F. James); some aspects of polytechnic research (R. Sturt); the Department of Education and Science and polytechnic building project (R.E. James). (MSE)

ED 146 838 The Management of College Departments—Change and Development. Coombe Lodge Report, Study Conference 74/4.

Purther Education Staff Coll., Blagdon (Englant).

Pub Date 74

Note-66p.; Papers presented at a conference Available from-Report Editor, Coombe Lodge, Blagdon, Bristol BS18 6RG, England (One

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS. Descriptors—Bachelors Degrees, *College Ad-

Descriptors—Bachelors Degrees, "College Administration, Community Development,
 *Departments, Foreign Countries, Futures (of
 Society), Higher Education, International Programs, Management, Organizational Change,
 *Planning, *Post Secondary Education,
 Resource Allocations, *Retrenchment, School
 Community Relationship, School Industry Relationship, State Agencies, Technical Education
 Identifiers—*Great Britain ministration,

Identifiers—"Great Britain
Papers on department management in a time of
little economic growth include: education and the
future (J.S. Bevan); educational change in the
1970's (G.A. Bonner); corporate planning and
postsecondary education (G.M.A. Harrison); the
future: the Council for National Academic
Awards and the Technical Education Council
(G.R. Tyler, K. Ollerenshaw); the international
baccalaureate (J.R. Robinson); resource allocation (M.C.R. Adams); the Training Services
Agency (T.R. Clendon); community development
(P. Chyne): City and Guilds of London Institute (P. Clyne); City and Guilds of London Institute developments (C. McC. Jones); and the nature of organizational change as an institutional or social process (T.J. Russell). (MSE)

HE 009 405 The Organisation of Engineering Education.

Coombe Lodge Report, Study Conference 74/3.

Further Education Staff Coll., Blagdon (England). Pub Date 74

Note—66p.; Papers presented at a conference Available from—Report Editor, Coombe Lodge, Blagdon, Bristol BS18 6RG, England (One

pound)
EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.
Descriptors—*Engineering Education, Faculty
Development, *Foreign Countries,
*Instructional Staff, Post Secondary Education,
Teacher Improvement, Teacher Recruitment,
Teacher Selection, *Technical Education, Vocational Adjustment, *Vocational Education
Identifiers—*Great Britain, Haslegrave Report,
Notherlands Sweden

Netherlands, Sweden
Papers presented on engineering education in
Britain and on the continent include: the changguiter of engineering education (W.E. Buckley); preparation for industry (N. Herbert; developments in craft education: city and guilds courses (J. Cushing); developments in craft education: cube to the cation: aub-technician level course (J. Longden); beyond Haslegrave (the Haslegrave Computing cation: sub-technican level course (J. Longoen); beyond Haslegrave (the Haslegrave Committee on technician courses and examinations) (W.A.G. Easton); engineering education in the Nether-lands (A.J.W. Rommes); some aspects of the Swedish experience (G.E. Wheeler); introduction to project A, on the transition from school to employment; introduction to project B, on recruit-ment, selection, and development of teaching staff (J. Latcham); and introduction to project C, on the consideration of the Haslegrave Commit-tee's report (W.E. Buckley). (MSE)

HE 009 406 ED 146 840 ocial Work Education. Coombe Lodge Report, Study Conference 74/208.

Further Education Staff Coll., Blagdon

Pub Date 74

-66p.; Papers presented at a conferen Available from—Report Editor, Coombe Lodge, Blagdon, Bristol BS18 6RG, England (One

pound)
EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Admission Criteria, Competitive Selection, *Curriculum Development, *Departments, Educational Administration, *Foreign Countries, *Professional Education, *Social Work, Social Workers, Vocational Education Identifiers—*Great Britain

Papers presented on social work education in n include: Current developments in social work education (P.H. Young); selection of stu-dents (M. Elizabeth Edwards); the management of curriculum development (J. Snelling); the management of a social work department (M.J. McAllister); current issues and developments in social work training (D.C.G. Davies). The synopsis of an open discussion is included. (MSE)

ED 146 841 HE 009 407 The Dip. H.E. Coombe Lodge Report, Study Conference 74/43. Education Staff Coll., Blagdon Further

Pub Date 74

Note-63p.; Papers presented at a conference Available from—Report Editor, Coombe Lodge, Blagdon, Bristol BS18 6RG, England (One

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Associate Degrees, Curriculum Development, Curriculum Evaluation, Degree Requirements, *Degrees (Titles), *Foreign Countries, Futures (of Society), Graduates,
*Institutional Administration, Interagency
Cooperation, Post Secondary Education, dent Recruitment, Technical Institutes Identifiers-*Diplomas of Higher Education,

*Great Britain

Papers presented on the Dip. H.E., a two-year course in higher education recently developed in Britain include: the future of higher education (W. Taylor); the colleges of education perspective on the Dip. H.E. (N. Payne); the colleges of further education perspective (W. Bosley); the polytechnics perspective (A. Sandbach); validating the diploma (M.R. Lane); the Dip. H.E. and the future (N.T. Hardyman); introduction to project A, considering the nature of the diploma drawing up some basic principles for all related courses (C.M. Turner); introduction to project B, considering the implications of the Dip. H.E. for internal management and external relations of the institution (C.M. Turner); introduction to project C, on student recruitment and the marketing of graduates (T.J. Russell); and coherence in the degree program (W. Taylor). (MSE)

ED 146 842 HE 009 408 College Government. Coombe Lodge Report, Collection of Papers.

Education Staff Coll., Blagdon Further Ed (England).

Pub Date 74 Note-41p.

Available from—Report Editor, Coombe Lodge, Blagdon, Bristol BS18 6 RG, England (One

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrative Organization, *Adult Education, "Chief Administrators, Decision Making, Educational Administration, "Foreign Countries, "Governance, "Governing Boards, Organizational Change, Post Secondary Education, *Vocational Education

Identifiers-*Department Chairpersons, France, Great Britain

Five papers examine various facets of the new administrative structures of continuing education in England since 1970. Papers include: the chief administrative officer as college secretary (R.J. Stephens); the chief administrative officer and mic board (A.M. Davis); the departdecisionmaking and academic government (C.M. ment head and the academic board (H.D. Lav

Turner); and academic government: some lessons from France (D.L. Parkes). (MSE)

ED 146 843 HE 009 409 Developments in Management Education. Coombe Lodge Report, Study Conference 74/45. Further Education Staff Coll., Blagdon

Pub Date 74

Note—69p.; Papers presented at a conference Available from—Report Editor, Coombe Lodge, Blagdon, Bristol BS18 6RG, England (One

pound)
EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.

Descriptors—Adult Education, *Curriculum Development, *Educational Administration, Educational Change, Foreign Countries, *Instructional Technology, *Management Education, Post Secondary Education, *Vocational

Identifiers-*Great Britain

At the conference two industrialists and senior staff of management studies departments in colleges survey current provisions for mana education, review present practices, and develop proposals for the future organization of management education in continuing education in Britain. Papers include: educational technology (J. Black); a survey of existing course provision (G.E. Wheeler); the future for management courses (R.M. Johnson); a summary of a project to recommend a structure for management education for implementation in the near future; and sion of a project to specify needed changes in the organization of management education to implement the improvements discussed at the conference. A working discussion and an open discussion are summarized. (MSE)

ED 146 844 HE 009 410 Central and Local Government: Their Influence on F.E. (Further Education). Coombe Lodge Report, Collection of Papers. Further Education Staff Coll., Blagdon

(England). Pub Date 74

Note-51p.

Available from—Report Editor, Coombe Lodge, Blagdon, Bristol BS18 6RG, England (One

EDRS Price MF-\$0.83 Plus Postage. HC Not ble from EDRS.

escriptors—*Adult Education, *City Officials, Costs, Educational Finance, *Foreign Coun-tries, *Local Government, Management Systems, *Resource Allocations, *Vocational Education

Identifiers-*Great Britain

Papers include: national resources and educa tion (B.E. Rodmell); cost control and the use of resources: a local authority view (W.H.P. Davison); problems facing chief education officers (J.C.D. Rainbow, G.M. Rickus, C.W. Phillips); and corporate management techniques used by the local authority (J.D. Hender, W.U. Jackson). (MSE)

ED 146 845 HE 009 411 The College and its Customers. Coombe Lodge Report, Collection of Papers. Further Education Staff Coll., Blagdon

Note—48p. Available from—Report Editor, Coombe Lodge, Blagdon, Bristol BS18 6RG, England (One und ten pence)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Adult Education, *Community Colleges, Education, "Community Colleges, Educational Accountability, Foreign Countries, "Marketing, "Post Secondary Education, "School Community Relationship, Social Responsibility, Vocational Education Identifiers—Canada, "Great Britain

Papers considering some aspects of the British and Canadian continuing education institution in relation to its clients include: the college and the relation to its clients include: the conege and the environment (C.M. Turner); the concept of social responsiveness in postsecondary education (G.T. Fowler); adult education as part of the service of continuing education (L. Russell); community colleges in Canada (G. Campbell); and the marketing of educational services (G. Wills). (MSE) ED 146 846 iological Sciences in Advanced Further Educa-tion. Coombe Lodge Report, Study Conference 75/2. Education Staff Coll., Blagdon

(England)

Note-94p.; Papers presented at a conference Available from—Report Editor, Coombe Lodge, Blagdon, Bristol BS18 6RG, England (One pound ten pence) EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Biological Sciences, *Biology Instruction, *Certification, Curriculum Development, Degree Requirements, *Degrees (Titles), Departments, Effective Teaching, Employment Qualifications, Foreign Countries, *Health Occupations Education, Health Personnel, Higher Education, Manpower Needs, *Paramedical Occupations, Post Secondary Education, Science Laboratories, Scientific Research

Biology is an important growth area in postsecondary education in Great Britain, although confined to a small number of institutions. Papers confined to a small number of institutions. Papers presented on this topic include: trends and developments (E. Norris); biological manpower (B. Gregson-Allcott); laboratory design (A.J. Branton, F. Drake); the place of research (K. Wilson); Degree and Institute of Biology qualifications (F.C. Webber); medical technician qualifications (S.F. Everiss); higher national diplomas and certificates (I.G. North); introductions of the property of the tion to project A, to review the current range of courses and qualifications in the advanced biomedical sector (T. Green); introduction to project B, to consider the factors affecting biology teaching and make the best use of limited resources (K.W. Thomas); and introduction to project C, to consider the ways biology depart-ments could respond if the education service were required to assume wider responsibilities for paramedical training (E. Norris). (MSE)

ED 146 847 HE 009 413 The Development of FE II (Further Education).
Coombe Lodge Report, Study Conference 75/11 and Study Conference 75/14. Education Staff Coll., Blagdon

(England). Pub Date 75

Note-96p.; Papers presented at two conferences. on the college and vocational education and the college and nonvocational education Available from—Report Editor, Coombe Lodge,

Blagdon, Bristol BS18 6RG, England (One pound ten pence)

MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Change,

Countries, *Futures (of Society), *General Education, Organizational Change, Planning, Post Secondary Education, *Vocational Educa-Identifiers-*Great Britain, West Germany

The conferences were part of a series to review the whole field of postsecondary education policy in Britain in terms of changes in objectives, government processes, resources, and students. Papers on vocational education include: the present problems and position relating to voca-tional education (H.W. French); Technical Education Council progress (F. Fidgeon); some fu-ture developments of postsecondary vocational education (A. Richmond); a discussion of the current situation and trends in vocational edu tion; and an introduction to and discussion of a project to identify anticipated changes in post-secondary vocational education in the next five years and develop a generalized scheme for col-lege development. Papers on nonvocational edu-cation include: some present problems (A. Richmond); the future of nonvocational education as an element within otherwise vocational courses (C.A. Blackman); a personal view on the future of nonvocational education (F.E. Robinson); a report on a project to analyze the current situation and analyze trends in nonvocational education; a report on a project to identify aneducation; a report on a project to identify and ticipated changes in postsecondary nonvocational education in the next five years and draft a generalized scheme for college development; and compulsory part-time education in West Germany (A.H. Yates). (MSE) ED 146 848 HE 009 414 The Development of FE III (Further Education).
Coombe Lodge Report, Study Conference 75/16 and Study Conference 75/18.

Further Education Staff Coll., (England). Pub Date 75

Note-112p.; Papers presented at two con-

Available from-Report Editor, Coombe Lodge, Blagdon, Bristol BS18 6RG, England (One

pound ten pence)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.

Descriptors—Administrative Organization, Apprenticeships, "Curriculum Development, Departments, Educational Change, Educational Economics, "Engineering Education, Foreign Countries, Futures (of Society), Higher Education, The Society of Education, The Society of Education Countries, Futures (of Society), Higher Education, Society of Education, Education Countries, Futures (of Society), Higher Education, Society of Education, Countries of Countries tion, *Post Secondary Education, Professional Education, Team Teaching, *Technical Educa-tion, *Technology, Vocational Education Identifiers—*Great Britain

The conferences were part of a series on the development of the field of postsecondary education in Britain. Papers of the first conference, on tion in Britain. Papers of the first conference, on the organization and management of curriculum change, include: present problems of curriculum development (T.J. Russell); the management of curriculum teams (N.C. Clegg, J. Hall, W.P. Jukes, W.T. Jordan); and a discussion of curriculum problems and opportunities in the next five years (R.P. Booth). Papers of the second conference, on technology curriculum, including applied science and engineering, were: trends in the provision of courses in technology (J. Latcham, A.R. Hummond); the Yorkshire idea (of a widebased curriculum in the principles of technologibased curriculum in the principles of technologi-cal trades to help alleviate, in part, the lack of apprenticeship training) (G. Birkby); college development and some of the problems of implementation (W.B. Foster); technology, economics, and education (K.J. Shone); introduction to a project to identify trends in technology education and comment on the likely effects on college and department organization (J. Latcham); and an introduction to a project to anticipate changes in technology education in the next five years and identify factors important to planning (W.M. MacQueen). (MSE)

ED 146 849 HE 009 415 The Development of FE IV (Further Education).
Coombe Lodge Report, Study Conference 75/20
and Study Conference 75/24.

Education Staff Coll., Blagdon

Pub Date 75

Note-71p.; Papers presented at two conferences Available from-Report Editor, Coombe Lodge, Blagdon, Bristol BS18 6RG, England (One nound ten pence)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Administrative Organization, Descriptors—*Administrative Organization,
*Articulation (Program), Educational Improvement, *Educational Policy, Elementary Secondary Education, Foreign Countries, Higher
Education, Interagency Cooperation, Interinstitutional Cooperation, *Organizational
Development, Policy Formation, *Post Secondary Education
Identifiers—*Great Britain
The conferences were part of a series on the

The conferences were part of a series on the development of the field of postsecondary education in Britain. Proceedings of the first conference, on the development of new college organizational structures, include: the concept of organizational development (A.B. Cherns); or-ganization and education (G.M.A. Harrison); introduction to a respect to consider alternative organizational structures (R. Bailey); and open discussion sessions. Proceedings of the second conference, on the college and other educational institutions, include: schools and further education colleges: policy issues (R.M. Sharp); response and interaction between the college and other agencies (G.R.A. Titcomb); the college's extending boundaries (N.C. Clegg); an introduction to a project to review methods of integrating postsecondary education activities with those of lower educational levels and suggest improvements (C.M. Turner); and an introduction

project to identify major current and likely future developments with other institutions and other areas of work and to outline policy plans. (MSE)

ED 146 850 HE 009 416 The Development of FE V (Further Education).
Coombe Lodge Report, Study Conference 75/26
and Study Conference 75/29. nd Study Conference 75/29 ther Education Staff Coll., Blagdon

(England).

Further

Note—129p.

Available from—Report Editor, Coombe Lodge,
Blagdon, Bristol BS18 6RG, England (One

Blagdon, Bristol BS18 6RG, England (One pound ten pence)
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Administration, Foreign Countries, Futures (of Society), Higher Education, *Local Government, Management Systems, *Post Secondary Education, Public Relations, *School Community Relationahip, State Action, *State Agencies, State Departments of Education

ments or Education
Identifiers—"Great Britain
The conferences were part of a series on the development of the field of postsecondary education in Britain. Proceedings of the first conference, on the college and its community relations, include: what do we mean by community: tions, include: what do we mean by community?

(M. Stacey); analyzing the environment (C.M. Turner); education and society (D.F. Swift); the Bradford idea (J. Sudell); a project to explore the relationship between the colleges and their public (J. Latcham); a project to explore likely trends and suggest how they can fit into college development plans (C.M. Turner); and open discussion. Proceedings of the second conference, on the college and the local education authority, include: the local education authority and the collede: the local education authority and the colclude: the local education authority and the college (P.D. Heath); corporate management (P. Waddington); the future and postsecondary edit lege (P.D. Heath); corporate management (Waddington); the future and postsecondary education institutions (T.R.P. Brighouse); the Devon local education authority and its colleges; a project to recommend development planning steps to the local education authorities (D.C. Spencer); and a discussion session. (MSE)

HE 009 417

ED 146 851

Andrews, Philippa, Ed.
Polytechnic Perspectives. Coombe Lodge Report.
Vol. 8 No. 9. Collection of Papers.

Education Staff Coll., Blagdon

Note-62p.

Available from—Report Editor, Coombe Lodge, Blagdon, Bristol BS18 6RG, England (One

pound ten pence)
EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Administrative Organization, College Curriculum, Costs, Degrees (Titles), Educational Facilities, *Educational Finance, cational Facilities, *Educational Finance, Foreign Countries, *Government Role, Higher Foreign Countries, "Government Role, Higher Education, "Institutional Administration, Personnel, "Post Secondary Education, Research, Resource Allocations, "Technical Education Identifiers." Great Britain British polytechnics, or technical institutes, are

considered from a range of perspectives. Papers include: higher education in the 1970's (C.F. Carter); polytechnic administration (including its relation to government agencies, personnel, academic structure, and financial and plant administration) (C.S. Hall); polytechnic costing: some problems (C.J. Harris); a critical appraisal of systems of organization (V. Pereira Mendoza); to systems of systems (V. Feter Nethods), the relationship of research and consultancy to courses and resources (A. Walker); and the Council for National Academic Awards and the polytechnics (A.M. Ridler). (MSE)

ED 146 852

Andrews, Philippa, Ed.
The Development of Further Education VI.

Coombe Lodge Report, Vol. 8 No. 14. Study

Conferences 75/39 A & B.

Staff Coll., Blagdon ED 146 852 HE 009 418

Pub Date 75

Note—63p.; Proceedings of two conferences
Available from—Report Editor, Coombe Lodge,
Blagdon, Bristol BS18 6RG, England (One

baggori, base by the pound ten pence)
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—"Educational Policy, "Foreign

*Foreign escriptors—*Educational Policy, *Fore Countries, Futures (of Society), Higher Edu tion, *Industry, *Post Secondary Education, *School Industry Relationship Identifiers—Delphi Technique, *Great Britain The conferences were part of a series on post-secondary education policy in Britain. Partici-pants studied the work of the previous con-ferences and synthesized their main lines of thought. Proceedings included: further education and the development of an industrial society (C. Barnett); further education and industry in the development of a better society (J. Tait); review of the main conclusions of the development con-ferences; the future of further education: an exercise in the Delphi method of time-scaling (D.C. Spencer); response to reports of the first conference (L. Russell); response to reports of the second conference (J.F. Mann); and a summary of results of the Delphi exercise. Brief bibliographies are included. (MSE)

ED 146 853 HE 009 419

Atelsek, Frank J. Gomberg, Irene L. Production of Doctorates in the Bioscie 1980: An Experimental Forecast. Higher Edu-cation Panel Reports, No. 34. merican Council on Education, Washington, D.C. Higher Education Panel.

ons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Edu-cation (DHEW), Washington, D.C.

Pub Date Nov 77 Grant—SRS-7617080

Note-39p.

Note—39p.

Available from—Higher Education Panel, American Council on Education, One Dupont Circle, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Anatomy, Biochemistry, *Biological Sciences, Biology, Biophysics, Botany, Cytology, *Degrees (Titles), Departments, *Doctoral Degrees, Ecology, *Enrollment Projections, Enrollment Trends, Entomology, Federal Aid, Genetics, *Graduate Study, Higher Education, Microbiology, National Surveys, Nutrition, Pathology, Pharmaceutical Education, Physiology, Private Colleges, State Universities, Physiology, Private Colleges, State Universities,

Zoology
Identifiers—Biometrics, Toxicology
A survey was undertaken in 1976 to obtain
estimates of doctorate production directly from the heads of the science depart-ments involved. These biosciences departments were surveyed in the 235 member institutions of the Higher Education Panel that grant doctorates: the Higher Education Panel that grant doctorates:
anatomy, biochemistry, biology,
biometry/biostatistics/biomathematics, biophysics,
botany, cell biology, ecology, entomology/parasitology, genetics, human pathology,
microbiology, nutrition, pharmacology/toxicology,
physiology, zoology, and others. The overall
response rate was 93 percent. According to the
aggregated responses doctorate production will
increase 59 percent over the rest of the decade,
with a sharn rise in both private and public inwith a sharp rise in both private and public in-stitutions. The largest numerical gain is an-ticipated for public institutions, which currently account for nearly three-fourths of all biosciences doctorates awarded. Almost one-fourth of the doctorates in 1975-76 were awarded by the 20 institutions receiving the highest level of National Institutes of Health research support. Fields that accounted for the greatest numbers of doctorates were biology and biochemistry. Other findings are presented in narrated and tabular form. (MSE)

ED 146 854 HE 009 420

Butler, Martha L. Student Needs Survey Report. Arkansas Univ., Fayetteville. Office of Student Services.

Pub Date Apr 77

Note—64p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Achievement, *Black Descriptors—Academic Achievement, "Black Students, Career Choice, Caucasian Students, "College Students, Females, Fraternities, Health Needs, "Individual Needs, Institutional Research, Males, Racial Discrimination, Research Projects, School Surveys, Sex Discrimination, Socioeconomic Status, Sororities, "State Universities, Statistical Data, "Student Needs, Tables (Data)

A study was undertaken at the University of Arkansas to identify what problem areas may exist for students in general or for particular groups of students. The Student Needs Survey instrument was developed in the spring of 1976 for use in this study. It was designed to determine the extent of student needs in seven areas: academic, career choice, personal, racial discrimination, sex

discrimination, health, and general. Students were chosen at random by a computer to participate. Every fourth black and every twentieth white student was selected. Surveys were mailed to 735 students, and 334 responses were received. The findings indicate that black students and students of lower socioeconomic groups in general have special needs that include social-emotional areas as well as those of skill development for academic success. Persons living in Greek hous-ing seem to have more problems of major career choice and are more sensitive to sexual discrimination. Differences between men and women were evident only in the individual item analysis where content was more closely focused on. Extensive statistical tables, charts, and analyses are presented. (MSE)

ED 146 855 HE 009 421 Chambers, M. M.

Chambers, M. Appropriations. State Tax Funds for Operating Expenses of Higher Education, 1977-78. National Association of State Universities and Land-Grant Colleges, Washington, D. C. Office of Research and Information.

Pub Date Nov 77 Note-28p.

Available from-Office of Research and Informa

Available from—Office of Research and Information, National Association of State Universities and Land-Grant Colleges, One Dupont Circle, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Educational Finance, *Financial Support, *Higher Education, National Surveys, *Operating Expenses, Programs, *State Aid, State Colleges, State Universities, Statistical Studies, Tables (Data), Trend Analysis
The nineteenth annual edition of the report provides a record of state tax appropriations for the 1977-78 fiscal year. Data are arrayed in charts by state, with some analysis provided. Figures are given for operating expense ap-Figures are given for operating expense appropriations of individual institutions, and often for individual programs of the institutions. A chart showing two- and ten-year gains in appropriations for each state is included. Data are not included for New Hampshire or Pennsylvania, not included for New Hampshire or Pennsylvania, since funds had not been appropriated at the time of publication. Among the highlights: nearly fifteen and a quarter billion dollars were appropriated by states for operating expenses of all higher education in the 50 states; the two-year gain of total appropriations was 20 percent; state rates of two-year gain were more nearly uniform. rates of two-year gain were more nearly uniform than in any other year of the survey; the median of state two-year gains was 22 percent; and four of the more populous states that were in or near a low-gains class a year ago have moved up substantially. (MSE)

ED 146 856 HE 009 422 Report to the Congress of the Committee on Process of Determining Student Loan Special Allowances.

Committee on the Process of Determining Stu-dent Loan Special Allowances, Washington,

Pub Date Oct 77

Note-175p.; Some charts and tables may not EDRS Price MF-\$0.83 HC-\$8.69 Plus Posta

EDRS Price MF-80.83 HC-\$8.69 Plus Postage.
Descriptors—*Cost Effectiveness, Cost Indexes,
Educational Finance, *Federal Programs,
Federal Regulation, Financial Policy, Higher
Education, Post Secondary Education, Federal Regulation, Financial Folloy, Ingle-Education, Post Secondary Education, Program Costs, *Student Financial Aid, *Student Loan Programs Identifiers—Education Amendments 1976, *Guaranteed Student Loan Program

The committee examined the special allowance made to lenders in the Guaranteed Student Loan Program to assure that it continues to be an effective incentive. The allowance was examined in its relation to: (1) administrative costs incurred by lenders, including those attributable to federal regulations; and (2) appropriate money-market indices. A cost audit of lenders was undertaken as part of the study. The results confirm in a detailed way the general concensus that the spe-cial allowance, as restructured by the Educational detailed way the general concensus that the spe-cial allowance, as restructured by the Educational Amendments of 1976, is working to the benefit of the loan program and does provide lenders with a more accurate method of assessing current and prospective allowance payments. Among the committee's specific recommendations are that more consideration be given to relative adminis-trative costs and money-market conditions in setting the allowance rate, and that an intensive cost-benefit analysis of proposed loan program regulations be undertaken before implementation of those regulations. (MSE)

ED 146 857 HE 009 423

Rogers, George W., Jr.
First Semester College Performance of G.E.D.

Pub Date [77]

Note—10p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

EURS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Academic Achievement, Admission Criteria, College Admission, *College Freshmen, *College Students, Comparative Analysis, Counseling, Grade Point Average, Higher Education, *High School Equivalency Programs, *High School Graduates, Statistical Studies

Identifiers-General Educational Development

The first semester college performances of 170 students who had received a G.E.D. high school certificate were examined. In addition, the usefulness of the G.E.D. for predicting college success during the first semester of enrollment was evaluated. ated. A stepwise multiple regression procedure revealed that G.E.D. scores were not useful in revealed that G.E.D. scores were not useful in predicting academic success. The mean grade-point average for G.E.D. recipients was 1.71 as compared with 2.11 for those students who had completed high school. Nearly 60 percent of those with G.E.D.'s performed at or below the D grade level (1.99 or less). Implications for college counselors and admissions officers are discussed. (Author(MSE)) (Author/MSE)

ED 146 858 HE 009 424

Carroll, Stephen J. And Others
The Enrollment Effects of Federal Student Aid

Rand Corp., Santa Monica, Calif.

Rand Corp., Santa Monica, Cairi.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Lilly Endowment, Inc., Indianapolis, Ind.

Report No—R-2192-HEW/LE

Pub Date Jun 77

Contract—100-76-0212

Contract—100-70-0212

Note—96p.

Available from—Rand Corporation, Santa

Monica, CA 90406 (\$5.00)

EDRS Price MF-80.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Administrative Policy, College Bound Students, College Choice, Educational Economics, Educational Finance, *Enrollment Influences, Influences, Enrollment Rate, Enrollment Trends, Federal Programs, *Financial Policy, Grants, *Higher Education, Models, Policy Grants, "Higher Education, Models, Policy Formation, Post Secondary Education, "Predictive Measurement, "Predictor Varia-bles, State Programs, Statistical Analysis, Statistical Studies, "Student Financial Aid Identifiers—"Basic Educational Opportunity Grants, National Longitudinal Study High School Class 1972

An empirical approach is taken to the problem of predicting effects of student financial aid programs on postsecondary enrollment rates and patterns. A model of students' enrollment decisions terns. A model of students' enrollment decisions is developed and used to estimate the likely effects of alternative award policies for the Basic Educational Opportunity Grant (BEOG) program. The analysis is based on data from the National Longitudinal Study of the High School Class of 1972. The empirical approach provides a means for analyzing individuals' choices among a finite number of mutually exclusive alternatives and may be of interest to researchers dealine with and may be of interest to researchers dealing with problems of that type in education or elsewhere. The model can be applied to analyses of a wide variety of student financial aid policies at the state or federal level. The results are addressed to federal policymakers and others concerned with the consequences of BEOG award policies for students and for institutions. (Author/MSE)

ED 146 859

HE 009 425 Neff, Charles B.
Possibilities for Faculty Development.

Pub Date [77]

Note—45p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
*College Facu Descriptors—Bibliographies, *College Faculty, *Faculty Development, *Higher Education, Presidents, School Surveys, State Surveys, *State Universities, *Teacher Attitudes

Identifiers-*State University of New York

Data are reported that allow assessment of the possibilities for faculty development. The main source of data is a survey administered within the State University of New York, through which presidents, faculty leaders, and other faculty members expressed opinions about the value of a number of faculty development activities and assigned priorities among them. A statistical analysis of the survey results and a bibliography are included with the narrative report. (MSE)

ED 146 860 HE 009 426

Charles R. Duke
Admissions Procedures at
Background Study and Report.
Plymouth State Coll., N.H. Plymouth.

Pub Date [76] Note—45p.; Some tables may not reproduce well.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Policy, *Admission

Descriptors—Administrative Policy, *Admission Criteria, Admissions Counselors, College Administration, *College Admission, *Enrollment Rate, Higher Education, Policy Formation, School Size, Small Colleges, *State Colleges,

School Size, Small Colleges, *State Colleges, *Student Application
Admissions data and procedures are presented and analyzed to point out some of the salient aspects of the admissions operation for the benefit of faculty. Of concern are the past, present, and future admissions conditions. A possible result of the study is that admissions officers at the college are giving applicants more careful attention and the opportunity to present many different kinds of evidence in support of their applications. A number of recommendations many different kinds of evidence in support of their applications. A number of recommendations are made based on the study's results. Data are presented on growth rates and optimum college size, student qualifications, the applicant pool, and the denials and enrollments. Plymouth State College is a small college within the University of New Hampshire system. (MSE)

ED 146 861 HE 009 427

ED 146 861

Wong, S. Godwin

Pecking Orders: Uses and Limitations.

Pub Date May 77

Note—19p.; Paper presented at the Annual
Forum of the Association for Institutional
Research (17th, Montreal, Quebec, May 1977)

EDRS Price MF-\$0.33 HC-\$1.67 Plus Postage.

Descriptors—Alumni, *Curriculum Evaluation,

*Educational Quality, Evaluation Criteria,
Evaluation Methods, Graduate Study, *Higher
Education, *Program Evaluation, *Rating

Label Company C Education, *Program Evaluation, Scales, Research Methodology, Validity

Identifiers—Objectivity

An interest in the comparative quality and prestige of academic programs is ille the number of recent rating studies. Most recently, ratings have been made of graduate programs in various fields. These studies are generally of four types: (1) those using subjective evaluation; (2) those using objective indicators; (3) those using a combination of objective indicators; one of the program of the progr (3) mose using a comonation of objective musta-tors; and (4) those using other studies' results and ranking institutions with a combination of programs. The results may be useful to adminis-trators and students in a number of ways. Howtrators and students in a number of ways. How-ever, these limitations are found: the fact that alumni tend to rate their own institutions favorably, so the institution's size may affect ratings; the time lag between perception of pro-grams and current quality; ranking of only the top end of the scale; the age of the program or institution, and the resultant number of alumni in the field; and undue generalization about program quality. (MSE)

ED 146 862 HE 009 428

Aviss, Julian
The Description of a Faculty and Course Evaluation Scheme. Learning and Development,
Volume 9, Number 1.
McGill Univ., Montreal (Quebec). Center for
Learning and Development.
Pub Date Oct 77

Note—5p.
Available from—Publications Officer, Centre for
Learning and Development, McGill University,
815 Sherbrooke St., West, Montreal, Quebec H3A 2K6

EDRS Price MF-\$0.83 HC-\$1.67 Plus Pos EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—Consultants, "Curriculum Develop-ment, Decision Making, "Educational Improve-ment, Evaluation Methods, Higher Education, "Instructional Improvement, "Program Evalua-tion, "Program Improvement, Resource Materi-als, Teacher Improvement, Teaching Methods, Teaching Skills, Universities A system was developed for program evalua-tion throughout the university. It provides the user with guidelines, procedures, materials, and resources to conduct evaluations for the improveresources to conduct evaluations for the improve-ment of teaching skills and methods, course development, and administrative decisionmaking about curricular matters. The evaluation process is intended to be flexible enough for application to a variety of disciplines, and consists of four components: (1) a workshop for users; (2) an evaluation scheme handbook; (3) resource files of axisting materials relating to each steen in the evaluation scheme handbook; (3) resource files of existing materials relating to each stage in the evaluation process, so that prescriptiveness can be avoided; and (4) evaluation specialists and consultants available for guidance. The process is outlined in steps that culminate in action toward improvement. (MSE)

ED 146 863

HE 009 429 Gainey, John C. Governance and

ney, John C. And Others

ernance and Coordination of Higher Educanin Skx States: A Comparative Analysis. Pub Date Jun 77

-107p.

Note—107p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrative Organization, Comparative Analysis, "Governance, "Governing Boards, "Higher Education, State Agencies, "State Boards of Education, "Statewide"

Planning lentifiers—1202 Commissions, Alabama, Florida, Georgia, Michigan, Mississippi, New

A study was undertaken of the patterns of governance and coordination of higher education in six states: Alabama, Florida, Georgia, in six states: Alabama, Florida, Georgia, Michigan, Mississippi, and New Jersey. The purpose of the study was to develop an overview of the variety of methods used and to draw analyses of commonalities and differences among them. While the trend has been toward coordination of some type at the state level, the individual states reflect a continuum of levels and degrees of control from an advisory assence to a governing such reflect a continuum of revers and togrees of con-trol, from an advisory agency to a governing su-perboard with systemwide policymaking powers. A primary commonality is the degree to which state boards are representative of the general state boards are representative of the general public. The legal origin of the boards may affect their permanence the governmental relationships, but their responsibility regarding budgets is similar. The boards studied have varying relationships with the two-year colleges and are of widely varying sizes. Not all state boards are also 1202 Commissions. It is concluded that the twentiethssions. It is concluded that the twentiethcentury phenomenon of governance and coor-dination does not follow any definite, common pattern of organization, structure, or function. Rather, each state has evolved a system reflecting the education, political, and economic climate of the state. (MSE)

ED 146 864

HE 009 430

Potter, George T.
The Promise of Interdisciplinarity and Its
Problems. Ramapo Papers, Volume 1, Number

Ramapo Coll. of New Jersey, Mahwah. Pub Date 77

Note-30p.

Note—30p.

Available from—Ramapo College of New Jersey,

Mahwah, NJ 07430 (\$0.75)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Faculty,

Colleges,

DRS Price MF-\$0.03 HC-\$2.06 Plus Postage.
escriptors—College Faculty, Colleges,
*Curriculum Development, Educational
Problems, Foreign Countries, Graduate Study,
*Higher Education, *Interdisciplinary Approach, Program Evaluation, *Special Degree
Programs, Specialization, State Universities,
Teacher Exchange Programs, *Undergraduate
Study

Identifiers—Ramapo College of New Jersey, University of California Santa Cruz, University of Sussex (England), University of Wisconsin

Green Bay
The decision to pursue interdisciplinarity at
Ramapo College was based on theory and on the
conviction that the traditional departmental apconviction that the traditional departmental ap-proaches were inadequate to provide for the liberal or general educational interests of a broad-based student body. Some of the problems encountered are that: (1) there is not campus-wide agreement about the meaning of inter-disciplinarity; (2) there is no predetermined sub-ject matter, established method, or national establishment, nor are there any unique analytical tools, as in a traditional discipline; (3) academic supervision strains the credibility and competence of the administrator; (4) much more time is required for preparation and presentation; and (5) effective programs are more costly. The fascination of graduate programs is a dilemma for advocates of interdisciplinarity, since the setting aside of the conventional wisdom about specialized graduate study creates an uneasiness in the educational establishment. The examples of un-dergraduate interdisciplinarity provided by other institutions, such as the University of Sussex, the University of California at Santa Cruz, and the University of Wisconsin at Green Bay, give interesting points of comparison, and may alk exchange of faculty members and ideas. (MSE)

ED 146 865 HE 009 431

ED 140 805
Access and Assistance: The Study of EOP/EOPS
in California's Public Institutions of Higher
Education, Summary Report.
Evaluation and Training Inst., Los Angeles, Calif.
Spons Agency—California State Postsecondary
Education Commission, Sacramento.

Pub Date 76

Note—37p.

Available from—Evaluation and Training Institute, 11110 Ohio Avenue, Suite 202, Los

Angeles, CA 90025 EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

escriptors—*Compensatory Education Programs, *Educationally Disadvantaged, Government Role, Government School Relationship, Higher Education, Program Descriptions, *State Action, *State Colleges, State Legislation, *State Universities

Identifiers-*California The study of California's educational opportunity programs (EOPs) in public higher education was prompted by the requirement within a state assembly bill. The study's two phases were: (1) the collection of data from state files; and (2) intensive site visits to a selection of institution The purpose was to understand the differences in program underlying dynamics and environmental factors. The major data findings cover the students of EOPs (sex and ethnicity, academic ability and programs, and income and financial assistance) and special support services. It is concluded that even though the EOPs reach a limited number. number of students (particularly as compared with other compensatory education programs in the United States), they have made a major dif-ference in the lives of many individuals for whom it provided the opportunity for a college educa-tion. The study provides descriptive data and some commentary, but is not evaluative. (MSE)

ED 146 866 HE 009 432 HE 009 432 Ministry on Campus. A United Methodist Mission Statement and Survey Report. National Commission on United Methodist Higher Education, Nashville, Tenn. Pub Date 77

Note-95p.

Available from-Office of Interpretation, Board of Higher Education and Ministry, P.O. Box 871, Nashville, Tenn. 37202 EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—"Church Programs, Church Responsibility, "Church Role, "Clergymen, Higher Education, Objectives, Policy, Private Colleges, "Religious Education, "Religious Organizations, State Colleges, State Universities Identifiers—"United Methodist Church

Reported are the results of a survey of 222 Reported are the results of a survey of 222 United Methodist campus ministers across the country in both private and public colleges and universities. The report covers the personal backgrounds and careers of the ministers, their views of campus ministry goals and programs, how the campus ministries are financed and administered, and the quality of service provided the ministries by the denomination and other support institutions. In addition, a statement on the mission of United Methodist campus ministry that is to be recommended as a policy statement is reprinted. It lists the concerns of campus minisreprinted. It lists the concerns of campus minis-try, points to its challenges, and concludes that campus ministry is required by the understanding of ministry in the church, and calls on the church at large to strengthen its support. (MSE)

ED 146 867 HE 009 436

Jeacock, Robert L.
The Impact of Malaspina College on the Local

Pub Date Sep 77

Note—44p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

escriptors—Business, Colleges, College Stu-dents, *Community Benefits, Community In-volvement, Construction Programs, *Economic Development, *Educational Economics, Em-ployment Patterns, *Expenditures, Facility Exphoyment Facteris, "Expenditures, Facting Ex-pansion, Foreign Countries, Higher Education, Institutional Research, "Local Government, Operating Expenses, Research Projects, "School Community Relationship, Tax Rates Identifiers—British Columbia, "Malaspina College (British Columbia)

(British Columbia)
For the purpose of the study, the local economy of Malaspina College in Nanaimo, British Columbia was defined as the school district. The variables used to assess the college's impact were:

(1) income injected into the local economy as a result of the expenditures of the college, its employees, and its students; (2) college-related revenues received by local government; (3) costs incurred by local businesses and governments due. incurred by local businesses and governments due to the existence of the college; (4) the number of local jobs attributable to the presence of the col-lege; and (5) the expenditures for recently completed construction work. A model was used to estimate the magnitude of the short-run impact of the college over a given period of time (the fiscal year 1976-77). It was found that the largest impact on the local business community came impact on the local business community came from direct student expenditures, followed by direct expenditures by full-time employees, and direct nonsalary operating expenditures. Local governments received almost a million dollars in revenue as a result of the college. The salary and nonsalary operating expenditures and the non-housing expenditures of students supported 302 jobs directly and 393 jobs indirectly. The total direct and indirect impact of the recent construction amounted to almost \$4.5 million, and 120 direct and indirect jobs. (MSE)

ED 146 868 HE 009 437 McCullough, Philip N. Stoner, Kenneth L.

A Survey of Student Opinion Concerning the Residence Halls Living Environment at the University of Tennessee, Knoxville.

Tennessee Univ., Knoxville.

Pub Date Jul 77

Available from—Department of Residence Halls, University of Tennessee, Knoxville, Tenn.

37916
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Policy Alcoholic

bene free mr-90.83 HC-92.00 Plus Postage.
electriptors—Administrative Policy, Alcoholic
Beverages, College Administration, *College
Housing, *College Students, Communication
Problems, *Dormitories, Higher Education, Institutional Research, *Participant Satisfaction,
Program Evaluation, Questionnaires, Research cts, Resident Assistants, School Surveys,
I Opportunities, State Universities,
tical Studies, Student Application,

*Student Opinion
Nearly 8,000 students live in residence halls at Nearly 8,000 students live in residence halls at the university, with a reapplication rate of 74 per-cent and with student applications turned down each fall. A survey was undertaken during May 1977 to: (1) obtain a representative view of stu-dent attitudes toward residence hall life; (2) as-sess the level of satisfaction with specific areas; (3) evaluate the areas of concern most related to general residence hall satisfaction; and (4) pro-vide information leading to corrective action in general residence hall satisfaction; and (4) provide information leading to corrective action in weak areas. A representative sample of 960 students were surveyed by questionnaire, with a 52 percent response rate. Results indicate that: (1) reapplication procedures need to be reexamined; (2) communication of housing and living problems to university officials is not satisfactory; (3) student knowledge of procedures is good; (4) satisfaction with the resident assistants performance is high; (5) satisfaction with opportunities for meeting people in residence halls is high; (6) dissatisfaction was expressed over the alcohol policy; and (7) general satisfaction is high. Statistical analyses and data are reported, and the questionnair is appended. (MSE)

HE 009 439 Corrallo, Salvatore B. Davis, Junius A. Impact of Financial Aid on Postsecondary En-trance and Persistence.

Research Triangle Inst., Durham, N.C. Pub Date Apr 77

Note-28p.; Paper presented at the annual meet-ing of the American Educational Research Asiation (New York, April 1977). Some pages

may not reproduce well EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors-Academic Ability, College Students, escriptors—Academic Ability, College Students, Expectation, Family Income, Family Resources, *Federal Programs, Females, Higher Educa-tion, *High School Graduates, Longitudinal Studies, Males, National Surveys, Persistence, *Post Secondary Education, Statistical Studies, *Student Costs, *Student Financial Aid, Stu-dent Needs, Tables (Data)

entifiers—*National Longitudinal Study High School Class 1972

The study shows how data obtained in the National Longitudinal Study of the High School Class of 1972 has been used to answer some questions about the federal strategy for awarding financial aid. The questions considered are: (1) What expectations did the senior class of 1972 planning to enter postsecondary education have about how they would meet the costs, and do the expectations vary systematically with such factors as sex, race, family income, and ability level?; (2) as sex, race, tamuly income, and ability level?; (2) How realistic were these expectations, as evidenced by later experience?; (3) How was aid distributed among subgroups of students defined by sex, race, family income, ability level, and type of postsecondary institution attended?; (4) Did the family contribution vary by the cost of the institution or by the aid received?; (5) To what extent has direct financial aid equalized the what extent has direct financial aid equalized the net college price to student from various family income levels?; and (6) To what extent is direct aid related to persistence in postsecondary education over time? Some data tables and charts are included. (MSE)

ED 146 870 HE 009 440 Dunteman, George H. Peng, Samuel S. Transfers Among Postsecondary Education In-

Research Triangle Inst., Durham, N.C.

Pub Date Apr 77

Note-21p.; Paper presented at the annual meet-ing of the American Educational Research Asiation (New York, April 1977)

Available from—Research Triangle Institute, Research Triangle Park, North Carolina 27709 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—*Academic Achievement, Academic

Actuation Actuation Actuation Actuation Aprilude, "College Students, Financial Support, "Junior College Students, National Surveys, Persistence, Socioeconomic Status, Statistical Studies, "Student Characteristics, "Transfer Students

Identifiers—*National Longitudinal Study High School Class 1972

A study was undertaken of transfer students in A study was undertaken of transfer students in postsecondary institutions, based on data from the base year and first and second followups of the National Longitudinal Study of the High School Class of 1972. Its specific objectives were to: (1) obtain national estimates of the number to: (1) octain national estimates of the number and proportion of students in the categories of four-year to four-year institution (4-4) transfers and two-year to four-year (2-4) transfers; (2) compare 4-4 transfers with students who entered and persisted in a single four-year institution; and (3) compare 2-4 transfers with students who entered and persisted in a single four-year institu-tion and with students who remained in the twoyear college. Important findings were that: (1) 4-4 transfers had better achievement in college and were higher in socioeconomic status, although their precollege aptitude tests were lower; (2) 2-4 transfers were extremely different from four-year nontransfers in almost every respect, presenting a profile of an average student with limited finan-cial resources; and (3) 2-4 transfers had, how-ever, significantly higher grades and SES scores than two-year college presisters. (Author/MSE)

ED 146 871 HE 009 441

Bailey, J. P., Jr. Collins, E. F.

Entry Into Postsecondary Education.

Spons Agency—National Center for Education
Statistics (DHEW), Washington, D.C.

Pub Date Apr 77 Contract—OEC-0-73-6666

Note-17p.; Paper presented at the annual meet-ing of the American Educational Research Association (New York, April 1977)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postag

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—Academic Ability, "Access to Education, Black Students, "College Admission, "College Students, "Equal Education, Females, Higher Education, Junior College Students, Longitudinal Studies, Males, National Surveys, "Post Secondary Education, Racial Balance, Socioeconomic Status, Spanish Americans, "Student Characteristics

Identifiers-*National Longitudinal Study High School Class 1972

The primary data source for a study oF entry into postsecondary education was the National Longitudinal Study of the High School Class of 1972. From this data it was seen that almost one-third of high school seniors enter four-year colleges within two years of graduation, and nearly half are in either two- or four-year institutions at that time. Socioeconomic status (SES) is a strong influence, and while medium SES individuals, as against high SES, seem to predominate at the two-year level, low-ability, high-SES persons stand out somewhat at this level of schooling. More men than women seem to get to college, More men than women seem to get to college, except that black women seem to be gaining in entry as compared to men of any race. The four-year college seems to be characterized by higher SES and ability students. At the two-year level, high ability-low SES students do about as well as low ability-high SES students. But at the four-year level, in addition to more overall variability among students, women have the edge at both high and low ability levels. Blacks have higher entrance rates to four-year colleges than whites at each ability level while Hispanics seem to predominate at the two-year institutions. However, blacks seem to be concentrated in lower selectivity level postsecondary institutions when selectivity level postsecondary institutions when compared to whites. Whereas the American system is heading toward equality of postsecondasystem is neating toward equality of postsecondary educational opportunity in terms of numbers and percentages of minorities entering school, it may have a long way to go in achieving a better match between minority individuals and the schools they attend. (Authors/MSE)

ED 146 872

HE 009 442

Thomas, C. R.
Negotiating Cues. Collective Bargaining Perspec-tives, Volume 2, Number 11.
West Virginia Univ., Morgantown. Dept. of Edu-cational Administration.

Pub Date Nov 77

Note—5p.; Document may not reproduce clearly due to colored background and small type Available from—Department of Educational Ad-

ministration, College of Human Resources and Education, West Virginia University, Morgan-town, WV 26506

EDRS Price MF-\$0.83 HC-\$1.67 Plus Po

escriptors—°Collective Bargaining, °College Faculty, Communication Skills, Electronic Data Processing, *Employer Employee Relationship, Higher Education, *Information Networks, Information Seeking *Information Seeking *Information Processing *Inf formation Seeking, *Information Sources, Negotiation Agreements, *Organizational Com-

Negotiating cues-sometimes referred to as tips, clues, or signals—are elements of the collective bargaining process that are important to look for, bargaining process that are important to look for, recognize, and use to advantage. They may appear as: (1) a word or other signal hinting the beginning of an action; (2) an action distinguishable from the ordinary; (3) a foreshadowing or sign of what may occur later; or (4) a tip conveying warning in time to permit escape or preparation. Such cues may be simple or very sophisticated. They may be found by: surveying the renegotiations information: checking erievances: prenegotiations information; checking grievances; using computerized information; finding or using secret information pipelines; examining preliminary statements; and knowing the members of the other negotiating team. (Author/MSE)

ED 146 873 HE 009 443

Padil, Virginia
Openings, Closings, Mergers and Accreditation
Status of Independent Colleges and Universities.
National Association of Independent Colleges and
Universities, Washington, D.C.
Pub Date Nov 77

-54p.

Note—54p. Available from—Office of Research, National Association of Independent Colleges and Universities, 1717 Massachusetts Ave. N.W., Washington, D.C. 20036 (\$2.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Church Related Colleges, Enrollment Rate, *Higher Education, Junior Colleges, *Mergers, Organizational Change, *Private Colleges, *Retrenchment, *School Closing, State Col-

leges
Identifiers—Accredited Institutions of Postsecondary Education, Education Directory, Colleges, Single Sex Colleges

The National Association of Independent Colleges and Universities conducted a study of the openings, closings, mergers, and accreditation status of independent institutions in the United States from Spring 1970 through Fall 1976. Information was gathered primarily from annual editions of the "Education Directory" and "Accredited Institutions of Postsecondary Education "White perificiency through contact with ions of the "Education Directory" and "Accredited Institutions of Postsecondary Education," with verifications through contact with state associations, accrediting agencies, and institutions themselves. Results showed that during this period: (1) 46 independent colleges and branch campuses were founded; (2) 113 colleges and branch campuses closed; (3) in addition to closings, 3° colleges and branch campuses merged with other institutions; (4) 15 colleges ahifted to public control; (5) 262 institutions attained accreditation status from nationally recognized agencies; and (6) no institution other than those closed lost accreditation. For each institution concerned, this information is given: the year the college was entered in the "Education Directory," the year founded, institution type (two-year, four-year, or specialized); accreditation status, headcount enrollment; single-sex or coed type; and organizational or religious affiliation. (Author/MSE)

ED 146 874 HE 009 447

Chapman, David And Others
Project Advance Evaluation, Series C 1975-76. port 12.

Syracuse Univ., N.Y. Center for Instructional Development. Pub Date Mar 77

Note—173p.; Some parts of document may be marginally legible due to type size

Available from—Center for Instructional Development, Syracuse University, Syracuse, NY 13210 (\$10.00)

NY 13210 (\$10.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—"Accelerated Courses, "Advanced Programs, "College Credits, "College High School Cooperation, Cooperative Programs, Higher Education, "High Schools, High School Students, Interinstitutional Cooperation, Program Evaluation, Statistical Studies, Universities

*New York, Project Advance

Project Advance is a cooperative program etween Syracuse University and New York State school districts. Selected courses, developed and implemented in the university by cooperating academic departments and the Center for Instructional Development, are piloted on campus and then offered for both high school and university credit in participating high schools as part of their regular school programs. The project was first implemented in 1973-74 in six school disfirst implemented in 1973-74 in six school dis-ricts; by 1976 the project had expanded to 55 schools with an overall enrollment of over 3,400 students. The program evaluation is presented in ten separate reports, ranging from descriptive and narrative to rather complex statistical studies. Also included are descriptions of the courses of-fered during 1975-76 and 1976-77 and a list of participating schools. (Author/MSE)

ED 146 875 HE 009 452

ED 140 875
Goor, Jeanette And Others
Part-Time Financial Aid Counselors in Institutions of Higher Education, 1977. Fast Response Survey System Report No. 3.
National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date 77
Notes 2.7

Note—27p.

Available from—National Center for Education

Note-2/p.

Note-2/p.

Available from—National Center for Education Statistics, U.S. Department of Health, Education, and Welfare, Education Division, Washington, D.C. 20202

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Counseling Services, Counselor Characteristics, Counselor Selection, Employment Patterns, National Surveys, *Part Time Jobs, Peer Counseling, Statistical Studies, *Student Employment, *Student Financial Aid Student Personnel Services, *Student Personnel Workers, Tables (Data), Work Study Programs The survey, conducted by a private research firm under contract to the National Center for Education Statistics, had as its purpose to provide national data about the use of part-time financial aid staff and counselors in higher education institutions. It was found that the use of part-time staff was widespread, occurring in 79 percent of undergraduate institutions (for about 10,000 part-

time employees); however, only one of every three institutions used part-time counselors. These institutions used students hired under the nnese institutions used students hired under the College Work-Study Program (CWSP) more than they used other students or nonstudents as partitime employees. Four-year colleges and universities are more likely than two-year colleges to use part-time personnel. Almost half of the institutions planned to introduce or expand the use of planned to introduce or expand the use of part-time counselors, with the major increase planned for CWSP students. If current practices planned for exers students. It current practices and plans are carried out, 60 percent of the institutions will be using part-time counselors. Part-time counselors' services were generally rated by their employers as adequate or very good, with nonstudents rated somewhat higher than students. The cost for salaries for nonstudents was reported the statement to their increased uses. as the greatest deterrent to their increased use; the greatest deterrent to the use of students was high turnover. (Authors/MSE)

Stewart, Donald M.

The Not-So-Steady State of Governance in Higher Education. An Occasional Paper of the Aspen Institute for Humanistic Studies Program on Education for a Changing Society.

Aspen Inst. for Humanistic Studies, Palo Alto, Calif.

Pub Data 76

Pub Date 76

Pub Date 76
Note—32p.; Notes in document may be marginally legible due to size of type
Available from—Aspen Institute for Humanistic
Studies, Publishing Program Office, P.O. 1652,
Palo Alto, CA 94302 (\$1.50)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

DRS Price MF-\$0.83 HC-\$2.06 Plus Postage, escriptors—Collective Bargaining, Decision Making, Educational History, Educational Responsibility, Federal Government, Financial Support, *Government Role, *Higher Education, *Institutional Role, Manpower Development, *Policy Formation, *Public Policy, Research, School Responsibility, Social Responsi ty, Social Responsibility, State Government, Student Financial Aid

No longer is there a clear understanding and No longer is there a clear understanding and appreciation, either inside or outside the academic community, of how, by whom, and for what purposes the institutional affairs and intellectual resources of higher education are to be managed and directed. The basic governance questions that are being asked today should relate to the leave of respeciability, power authority. to the locus of responsibility, power, authority, and accountability for the decisions that must be made during this period of readjustment. The manner of making decisions in higher education has changed less radically over time than the number and type of actors participating in the decisionmaking process. To understand these changes certain factors must be considered: the changes between factors must be considered, whistory and evolution of internal governance, collective bargaining, federal and state governmental role and influence, federal research support and support for highly skilled manpower development, institutional support, special benefits and classes of persons, new forms of student aid for a classes of persons, new forms of student aid for a classes of persons, new forms of student aid for a classes of persons, new forms of student aid for the classical scene of low-income and educationally disequal access of low-income and educationally dis-advantaged students, governance as a social conadvantaged students, governance as a social con-text, and public policy. Along with the academic freedom and autonomy that are essential to the goals of higher education goes responsibility for the maintenance of the public trust. A new social contract can be forged between government as agent of the public interest and institutions of higher education that hold the public trust. In-dividual rights and responsibilities must be guaranteed as well. Scholarship is higher educa-tion's most valuable public service. (Author/MSE) tion's most (Author/MSE)

ED 146 877 HE 009 455

ED 146 877 HE 009 455
Freeman, Richard B.
The Declining Economic Value of Higher Education and the American Social System. An Occasional Paper of the Aspen Institute for Humanistic Studies Program on Education for a Changing Society.
Aspen Inst. for Humanistic Studies, Palo Alto, Calif.
Pub Date 76
Note—370: Notes in document

Note—37p.; Notes in document may be mar-ginally legible due to size of type Available from—Aspen Institute for Humanistic Studies, Publishing Program Office, P.O. Box 1652, Palo Alto, CA 94302 (\$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Posta Descriptors—Career Opportunities, Declining En-rollment, *Educational Benefits, *Educational Change, Educational Demand, *Educational Economics, Employment Patterns, *Higher Education, *Retrenchment, *Social Change,

Social Mobility, Social Opportunities
A nontechnical essay explores the dimensions
of the 1970's decline in the market for educated of the 1970's decline in the market for educated manpower, examines the likely causes of the sharp turnaround from previous boom conditions, and considers the possible period over which the market will remain depressed and the broad societal impacts of the decline in the economic value of college training. It deals only briefly with value of college training. It deats only briefly with several related topics such as differences in the market for blacks and whites, men and women, and among various fields. It is concluded that, on the positive side, there may be a substantial decline in the formalistic use of schooling as a credentialing or screening device. On the negative side, the failure of relatively many educated persons to achieve their career goals, and the possible failure of others to find ways of improving their position outside the educational sector, could produce a disgruntled and discouraged attitude among a large share of the population, with potentially (Author/MSE) dangerous

HE 009 456 ED 146 878

Kaplan, Martin, Ed. The Monday Morni he Monday Morning Imagination, Report from the Boyer Workshop on State University Systems.

Aspen Inst. for Humanistic Studies, Palo Alto, Calif.

Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington. D.C.

Grant-OEG-0-74-9190

Note-168p. Available from—Aspen Institute for Humanistic Studies Publications Office, 360 Bryant St., Palo Alto, CA 94301 (\$3.95) EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Change Agents, *Chief Administrators, *Educational Change, Educational Innovation, *Higher Education, Imagination, Leadership, *Multicampus Colleges, *Presidents, School Size, *State Universities,

Workshops Even in higher education there is a disjunction between the realities of Monday morning-with its budget crunches, operational constraints, and in-ternecine aquabbles-and the world of the imagination. However, the separation of the two realms in either necessary nor helpful. The focus of this point of view is on the problems and potentials of multi-campus public higher education systems in the United States, where more than ten percent of college students are enrolled. What happens when chancellors, whose world is quintessentially one of Monday mornings, are in-vited to be speculative, imaginative, and creative? During the summer of 1975, top administrators from a number of large state university systems met for two weeks with leaders in a wide spectrum of societal sectors. These individuals were d to turn certain assumptions on their head: asked to turn certain assumptions on their head:
that large university systems stifle diversity,
diminish institutional autonomy, encourage bureaucratic rigidity, and suppress change. Discussion proceeded from the positive premise that
multi-campus universities can be the makers and
movers of educational change. Contributors of
the resulting essays are: Ernest L. Boyer, Craig K.
Comstock, C. Peter McGrath, Donald K. Smith,
Robert B. Mautz, Durward Long, Adam Yarmolinsky, Loren Baritz, Elizabeth McCormack,
David Halliburton, Ernest A. Lynton, James
Hoge, Nancy Tapper, and R.E. Lieuallen. (MSE)

ED 146 879 HE 009 457

Higley, Phyllis F. And Others

Manual for Allied Health Faculty Development in

Short Term Education Programs. Health Man-References.

power References. Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health

Pub Date Sep 76 Contract-1-AH-44090

Note—342p.

Available from—U.S. Department of Health,
Education, and Welfare, Bureau of Health
Manpower, Bethesda, Md.

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage. Descriptors—Administrator Guides, Annotated Bibliographies, Curriculum, *Faculty Development, *Health Occupations Education,
*Instructional Improvement, Learning Modules,
Performance Based Education, *Program
Development, Reading Materials, Short Courses, *Teacher Improvement, Teaching Skills
Identifiers—*Allied Health

Identifiers—"Allied Health
The guide focuses on short-term faculty
development programs for allied health faculty
located in health care facilities and academic institutions. The instructional improvement program may be conducted for faculty from one algram may be conducted for faculty from one and lied health discipline or from across a number of disciplines. The guide (1) provides the philosophical framework for planning short-term development programs; (2) discusses administra-tive procedures and details; (3) identifies teacher competencies, specifying the skills necessary for teaching in allied health programs; (4) provides guidelines for coordinating and teaching in the development program; and (5) contains a sequence of seven instructional modules, including competency-based objectives, a content out-line, suggested participant activities, required readings, and an annotated bibliography. (MSE)

ED 146 880

Feinstein, Otto, Angelo, Frank
To Educate the People. An Experimental Model for Urban Higher Education for the Working Adult.

Pub Date 77 -154p.

Available from—Center for Urban Studies, Wayne State University, Detroit, Michigan EDRS Price MF-\$0.63 HC-\$8.69 Plus Postage.

Descriptors—Access to Education, *Adult Students, Continuing Education Centers, Continuous Learning, *Course Descriptions, Delivery Systems, Educational Television, Experimental Programs, *External Degree Programs, Higher Innovation, Students, Education, Nontraditional (Education), Student Experience, *Television Curriculum, Urban Universities

Curriculum, Urban Universities
Identifiers—Bachelor of General Studies, Nontraditional Degree Programs, Wayne State
University MI, *Weekend Colleges
The University Studies and Weekend College
concept and subsequent development at Wayne
State University is described in this report. The State University is described in this report. The program offers courses both to the college graduate who wants further education and to the working adult who never attended college. It leads to the Bachelor of General Studies degree through Wayne State's College of Life Long Learning. Its primary innovation is conceptual: that the working adult student is basically different from the just-out-of-high-school college entrant. Three other innovations deal with the program's delivery system, curricular content, and oreanizadelivery system, curricular content, and orga tional structure. Each of these areas is detailed, along with descriptions of the television planning, ations with descriptions of the television planning, veterans' needs, recruitment, student services, and student opinions. Appended are (1) lists of courses for the three basic years of Social Science, Humanities, and the Science/Technology sequence; (2) a breakdown of the various conferences held during the 1975-76 year; and (3) details of a total budget for establishing a Weekend College program. (LBH)

ED 146 881 HE 009 461

Cerych, Ladislav ccess and Structure of Post-Secondary Educa-tion. From a Global to a Diffused System. Occa-sional Papers/Cahiers 1.

Cultural Foundation, Amsterdam

Pub Date Dec 75

Note—37p.; Originally presented to the Interna-tional Conference on Higher Education (3rd, Lancaster, England, September 15, 1975); Parts of the document may be marginally legible due to print quality

Available from—Institute of Education, European Cultural Foundation, Amsterdam, The Nether-

EDRS Price MF-\$0.83 HC-\$2.06 Plus Po escriptors—*Access to Education, *Admission (School), Articulation (Program), Comparative Statistics, Educational Demand, *Educational Supply, Enrollment Trends, Foreign Countries, Higher Education, *Nontraditional Students, *Post Secondary Education, *Trend Analysis

Identifiers—Europe
The extent to which the nature of the relation-ship between access and educational structure in Europe has changed recently is examined. The in-

fluence of two developments in higher education is emphasized: the relatively slower growth rates of enrollment and the spread of nontraditional forms of education. The trend toward universal established mass structures but also systems in which not more than 15 to 20 percent of the age access in higher education affects not only wellgroup attends postsecondary education. A "diffused" system is advocated in which there are blurred separations between its different levels and the teaching content of different institutions, with varying points of entry and exit. (LBH)

HE 009 463

Middleberg, Maurice 1.

Moral Education and Student hevelopment During the College Years: A Selective Annotated Bibliography.

Arizona Univ., Tucson. Program in Liberal Studies.

Pub Date 77

Note—62p. Available from—University of Arizona, Program in Liberal Studies, Tucson, Arizona EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—*Annotated Bibliographies,
Anthologies, Books, Classroom Techniques,
College Role, *College Students, Educational
Benefits, Educational Experience, Experimental
Programs, Higher Education, Individual
Development, Literature Reviews, Moral
Development, *Moral Values, Personality
Development, *Personal Values, Socialization,
Student Characteristics, *Student College Relationship, *Student Development
Various aspects of values education and experi-

Various aspects of values education and experimental programs in the subject are collected this annotated bibliography. It is intended to serve as an introduction to the field of moral education and student development during the col-lege years. Forty books are included, but many are anthologies, and all of the major approaches to moral education are presented. The bibliography is divided into three sections. Section A focuses on the major theoretical and empirical findings in moral learning, moral development, and moral education, and many of the citations deal directly with the problem of transforming psychological theory into classroom practice. Sec-tion B covers the effects of a college education on student personality and values. Readings in Section C examine the philosophical problems surrounding moral education. All of the references were published between 1960 and 1975. (LBH)

ED 146 883 HE 009 464

Brown, Sylvia J. Whitten, Cynthia Jahn Cooperative Education for Graduate Students. Northeastern Univ., Boston, Mass. Center for Cooperative Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 77

Grant-OEG-0076-02265

_47p.

Note—47p.

Available from—Northeastern University,
Cooperative Education Research Center,
Boston, Massachusetts
EDRS Price MF-80.83 Plus Postage. HC Not
Available from EDRS.
Descriptors—*Cooperative Programs, *Graduate
Students, Graduate Study, Higher Education,
*Job Placement, Program Descriptions,
Question Answer Interviews, School Industry
Relationship, Student Personnel Work,
*Surveys, *Work Experience, *Work Study
Programs Programs

Programs
Recent development and implementation of cooperative education on the graduate level in the U.S. and Canada is examined in this study. Several questions are addressed: How and why did graduate cooperative education programs begin? How was the program received on campus? What are the major program characteristics? What problems or issues are encountered in graduate cooperative education that are not encountered in undergraduate cooperative education? tered in undergraduate cooperative education? What is the future outlook for cooperative educa-tion on the graduate level? From telephone interviews from respondents at 30 operational graduate eco-op programs, data are presented on: objectives, personnel involved, funding, attitudes, student and employer recruitment, mandatory/optional programs, schedules, lines of reporting, time and number of placements, curricula, policies, academic credit, tuition, salary range of graduate co-op jobs, graduate placement, current issues, and future plans. It is concluded that grad-uate cooperative education occurs on a much smaller scale than initially anticipated, and that approximately half of the programs operate on an ad hoc basis, most operated by the same staff people responsible for the undergraduate program. Difficulties in finding appropriate cooperative jobs are noted. Recommendations for improvement are offered. (LBH)

HE 009 465

Pilon, Daniel H.

A Planning Approach for Small Colleges. Small Coll. Consortium, Washington, D.C.

Small Coll. Consortium, Washington, D.C.
Pub Date [77]
Note—25p.; This report was prepared under the
auspices of the Institutional Development Project of the Small College Consortium
Available from—Small College Consortium, Institutional Development Project, 2000 P Street,
N.W., Suite 400, Washington, D.C. 20036
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Administrative Policy, Bibliographies, *College Planning, Data Collection,
*Decision Making, Higher Education, Information Needs, *Methods, Private Colleges, *Small
Colleges, University Administration
A simple, flexible approach of planning for
small colleges is presented after which action can
be patterned. Alternative methods are described
for carrying out the important activities found in

for carrying out the important activities found in most processes designed to generate a long-range institutional plan. A rationale for planning is of-fered along with a discussion of what planning can do for a college. Basic assumptions underlying institutional planning are outlined. The cyclical nature of planning processes is discussed, as well as the distinction between planning and deci-sion-making. "Score card" techniques for data collection and suggestions for restricting the amounts of data gathered are also considered. Component (any organizational unit) planning is reviewed as a means of determining an overal plan. A 30-item bibliography is included. (LBH)

IR

The Use of the Computer in Teaching Secondary School Subjects.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Edu-cational Research and Innovation.

Note—74p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Biology Instruction, Case Studies, *Computer Oriented Programs, *Computers, Instructional Materials, Physics Instruction, *Research, *Secondary Education, *Simulation Identifiers—Centre for Educational Research and

Innovation
This report is based on the work of international research panels and a 1973 workshop on whether, and how, the computer could be used to enhance learning within individual disciplines in the secondary school. Eight recommendations are based on the criterion that the computer should be used in teaching only tasks that either it alone can fulfill, or that it can carry out markedly better than any other resource within economic limitations. Chapters cover these topics: (1) the computer in teaching biology and physics; (2) applications in mathematics, social sciences, business studies, and the humanities; and (3) materipileations in instruments, so that are the control of the control two approaches: the simulation of cause-effect principles and manipulation of the existing varia-bles by students, and simulation allowing students to deduce relationships under conditions that permit rapid manipulation of variables. Examples of computer-based materials currently available are appended. (Author/KP)

ED 146 886

ED 140 836

Mann, Richard L. Thomas, Charles R.

The Managerial Revolution in Higher Education:
The Role of Information Systems. Proceedings
of the 1976 CAUSE National Conference
(Orlando, Florida, December, 1976).

College and Univ. Systems Exchange, Boulder,
Colo.

Pub Date Dec 76

Note—709p.; Intermittent pages missing because photos do not reproduce well; For related documents, see IR 005 421-432

photos do not reproduce well; For related documents, see IR 005 421-432
Available from—Individual papers are available at the cost of reproduction from College and University Systems Exchange, 737 Twenty-Ninth Street, Boulder, Colorado 80303
EDRS Price MF-\$1.33 HC-\$38.17 Phus Postage.
Descriptors—*Computer Oriented Programs, *Conference Reports, Cost Effectiveness, Data Processing, Higher Education, Information Needs, Information Processing, Information Systems, Information Utilization, *Management Information Systems, Technological Advancement, *University Administration
This is a collection of papers presented at an annual conference of the College and University Systems Exchange (CAUSE). Thirty-one papers are reproduced in their entirety and 39 are presented as abstracts. Of the 31 complete papers, 12 have been individually abstracted for "Resources in Education" (RIE). The major topics of the conference were: (1) information systems in college and university management, (2) management of the information system resource, (3) technology and information systems. (DAG)

ED 146 887

IR 005 036

Brandejs, J. F., And Others Information Systems; Modern Health Care and Medical Information.

Pub Date 4 Oct 75

Note—18p. Journal Cit—Canadian Medical Association Journal; v113 Oct 4 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Po Descriptors—*Automation, Clinical Diagnosis, Confidential Records, *Health, Information Science, Information Storage, *Information Systems, *Medical Case Histories, Medical Record Librarians, Medical Treatment, Medicine, Patients (Persons), *Physicians

Identifiers-Canada

To effectively handle changes in health policy and health information, new designs and applica-tions of automation are explored. Increased use of computer-based information systems in health care could serve as a means of control over the care could serve as a means of control over the costs of developing more comprehensive health service, with applications increasing not only the automation of hospital operations and the data needed for clinical decision making, but completely new programs for meeting and managing the client population and remuneration of physicians. This series of articles considers various aspects of the application of computer technology to medicine, from the large scale down to the level of the small group practice or solo practitioner. Topics discussed are: (1) modern health care and medical information; (2) the medical record; (3) methodology and long the medical record; (3) methodology and long term applications; (4) protection of health care confidentiality; (5) what the users think; (6) what the computer can do for the primary care physician; (7) problem oriented medical records for facility and the computer can be considered to the confidence of the continuous care physician; (7) problem oriented medical records for facility and the continuous care of t family practice; and (8) impact on the medical profession. A discussion of the various reasons why many of the more ambitious projects to date have ended in complete or partial failure is in-cluded. (Author/JPF)

ED 146 888 IR 005 117 And Others Callahan, Susan

Resource Center Guide. Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Report No—AAI #76-120
Pub Date 76

Pub Date 76
Contract—20-25-75-42
Note—117p.
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—Information Centers, Library Administration, *Library Guides, *Library Planning, *Occupational Information, *Resource Centers, Resource Units, *Special

Libraries

The objective of this guide is to provide stepby-step information needed to set up an employment and job training resource center. The format of the booklet, however, makes it easily
adaptable to any small library or information
center. Section I provides information and recommendations for the manager in making the decision to start a library. Management decisions
discussed include function, service, organization,
staffing, and location of the center. Section II, the

IR 005 271

bulk of the publication, is written in such a manner that a person with little or no library science background will be able to set up an effective library. Library procedures outlined are cataloging and classification, storage of materials, circulation, selection and ordering of materials, circulation, selection and ordering of materials, reference, and administration. There are eight appendices including a Glossary of Terms; a Checklist of Resource Center Supplies, Furnishing and Equipment; and Sources of Equipment and Ordering. (Author/JAB)

ED 146 889 IR 005 169

Boren, Angela Foree, Sherrell Modular Instruction-An Alternative Strategy in Higher Education.

Pub Date 18 Nov 76

Note—9p.; Paper presented at the International Congress of Individualized Instruction (Boston, Massachusetts, November 18, 1976)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

*College Instruction, Comparative Analysis,
*Educational Alternatives, Educational Innovation, Foods Instruction, Higher Education,
*Individualized Instruction, *Learning

Modules, Nutrition Instruction

The problem of developing and evaluating a personalized, competency-based modular instructional strategy was chosen to offer an alternative to the traditional lecture method in a laboratory food and nutrition course at the university level. The content of the course was divided into modules with competency-based objectives. Students passing the pretest for a particular module were exempt from taking that module. When the competencies associated with a module had been achieved, students requested the module posttest. There were 109 students in the modular instruction group and a control group of 64 students studied under the traditional lecture method. Cognitive test scores for students using modular Cognitive test sectes to students and instruction were higher, but not significantly. Psychomotor scores for the modular group were significantly higher. Student reactions to the modular program were positive and several were able to complete the course in less than the required 15 weeks. (Author/JAB)

ED 146 890 IR 005 176

Kraft, Donald H.

A Comment on a Threshold Rule Applied to the Retrieval Decision Model. Technical Note. Pub Date Nov 75

Note—12p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—Indexing, *Information Retrieval, Information Science, *Information Systems, *Information Theory, Models, Relevance

*Information Theory, (Information Retrieval)

(Information Retrieval)

The retrieval decision problem is considered from the viewpoint of a decision theory approach. A threshold rule based on earlier rules for indexing decisions is considered and analyzed for retrieval decisions as a measure of retrieval performance. The threshold rule is seen as a good descriptive design measure of what a reasonable retrieval system should be able to do. A retrieval mechanism of randomly drawing documents is mechanism of randomly drawing documents is analyzed to determine the relative strength of the threshold rule. The Neyman-Pearson rule is threshold rule. The recommendation rule for retrieval as it attempts to maximize precision subject to a fixed level of recall, instead of setting a lower limit upon precision, as does the threshold rule. The threshold rule is seen as a necessary, but aufficient condition for effective retrieval. but sufficient, condition for effective retrieval. Finally, a sufficient condition for the threshold rule illustrates the relationship between it and the Neyman-Pearson rule. (Author)

ED 146 891 IR 005 247

Duby, Paul B. Dauly, rull D.

A Survey and Analysis of Televised Course Of-ferings: Chicago's TV College-Spring 1975.
Chicago City Colleges, Ill. Kennedy-King Coll.
Pub Date Jan 77

Pub Date Jan 77

Note—37p.; Figure 1 may reproduce poorly
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Adult Education, *College Programs, *Educational Television, *Extension
Education, Higher Education, Instructional
Media, Questionnaires, *Telecourses, Television Curriculum, *Television Surveys
Identifiers—Chicago TV College
Recent research data have suggested that the
mediated courses of Chicago's TV College have
increasingly begun to draw from new and dif-

ferent populations of students with different characteristics and levels of ability. This study was designed to generate survey-type data regarding the demographic and attitudinal charac-teristics of a wide spectrum of TV College stu-dents. The individuals who registered for one or more of the TV College courses offered in the spring semester of 1975 served as the subjects of the present study. The overall goal of the study is to provide useful information for the teachers and administrators of mediated courses. This paper summarizes information from 1031 questionnaires submitted from an enrollment of 1740 students. Categories of student data compiled include: age; sex; geographical distribution; concurrent enroll-ment in conventional courses; previous college courses; grades; employment summary; complecourses; graues; employment summary; compe-tion rate by course; veterans vs. non-veterans; and student reactions, comments, and recommen-dations. (Author/JAB)

ED 146 892 IR 005 253

eler, William A. And Others Mahler, William A. And Others
PLATO Courseware Development Procedures.
Educational Testing Service, Princeton, N.J.
Spons Agency—Advanced Research Projects
Agency (DOD), Washington, D.C.
Report No—ETS-TR-3
Pub Date Sep 76
Contract—MDA-903-74-C-0290

Note—92p.
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Assisted Instructi

Descriptors—*Computer Assisted Instruction, *Curriculum Development, *Group Structure, Instructional Materials, Models, Organizational Effectiveness, *Personnel Selection, Productivi-

ntifiers-*PLATO IV

This is an exploratory study of methods for the preparation of computer curriculum materials. It deals with courseware development procedures for the PLATO IV computer-based education system, and draws on interviews with over 100 persons engaged in courseware production. The report presents a five stage model of develop-ment: (1) planning, (2) production, (3) review, (4) validation and documentation, and (5) imple-mentation. This model then serves as a basis for the discussion of various group structures which range from the independent developer to team members with special skills. Features of the PLATO system did affect the group productivity as well as quality of lesson material: these in-fluences, both beneficial and detrimental, appear to be important factors to consider in the organization and management of courseware development groups. A major objective of this study, beyond the description of methods for development, was to set forth those characteristics that might distinguish among groups and help in personnel selection. Therefore, the report includes lines of research on selecting and training developers. A summary of this study and ex-tensive recommendations for further work conclude the paper. (Author)

ED 146 893 IR 005 270

Flammer, August
Does Computer-Assisted Instruction Reduce Individual Differences? Report No. 6.
Stanford Univ., Calif. Inst. for Mathematical Stu-

dies in Social Science.

Spons Agency—Swiss National Fund for Scientific Research.

Pub Date 76 Grant-SG-86

Note—22p.; Best copy available EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Computer Assisted Instruction, Elementary Education, *Individual Differences, Mastery Learning, Mathematics Education The interrelationship of computer assisted instruction and individual differences was investigated. Two hypotheses were tested: (1) Bloom's hypothesis of decreasing individual differences under a mastery-learning stratesy and ferences under a mastery-learning strategy, and (2) the random walk interpretation of simplicial correlation matrices. Stanford's Computer-Assisted Instruction Math Program was run with 723 first to sixth graders in three States. Neither of the two hypotheses was supported by the data. For the first hypothesis a compensation effect of slow and fast learner variance components as well as an aptitude treatment interaction interpreta-tion are discussed. The second hypothesis has been restated as a restricted random walk hypothesis. (Author)

ED 146 894

Scott, Kenneth E. Historical Development and Use of Instructional Television at Worcester Polytechnic Institute. Pub Date 77

Pub Date 77
Note—19p.; Photographes may reproduce poorly
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Closed Circuit Television,
*Educational Television, Individualized Instruction, Laboratory Training, Professional Continuing Education, *Science Education,
*Technical Education, Telecourses, *Video

Tape Recordings
entifiers—Worcester Polytechnic Institute MA
This review of the historical development and
the of instructional television at Worcester

The transfer of the t Polytechnic Institute concentrates on the use of videotape as supplementary to classroom instruction in scientific and technical subject areas. Uses of videotapes discussed include: (1) instruction in computer use, (2) laboratory module instruction, (3) instruction in technical equipment (3) instruction in technical equipment operation, (4) student developed videotapes, and (5) videotaping of lectures for student re-viewing and for off-campus continuing education students. Closed circuit television for individualized instruction, and telecourses are also discussed, and equipment and facilities are described. (STS)

ED 146 895 IR 005 272

Tillam, Reginald C., Ed.

Systems and Policy: The Function of Information in Improving Education Systems. National Case Studies of Argentina, Denmark, German Democratic Republic, Iraq, New Zealand.

United Nations Educational, Scientific, and Cul-

tural Organization, Paris (France).

Pub Date

Available from-UNIPUB, Box 433, Murray Hill

Station, New York, N.Y. EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, Case Studies, Educational Programs, Educational Resources, *Foreign Countries, Information Needs, Dissemination, Information Needs, *Information Services, Information Systems, Information Utilization, *International Educa-tional Exchange, *National Programs, *Policy Formation, Regional Cooperation Identifiers—International Bureau of Education,

*UNESCO

The International Conference on Education (ICE) is convened every second year to provide an occasion for senior officials from Ministries of Education to meet and discuss developments in education. Participants at the conference, held in Geneva from 30 August to 8 September 1977, considered main trends in education and a special theme: "The problem of information at the na-tional and international level which is posed by the improvement of educational systems." In preparation for the conference, member states were requested to outline their countries' policies and current practices in the field of edu documentation and information. Five member states also prepared national case studies to demonstrate actual conditions of the flow of educational information and approaches to its or-ganization: Argentina, Denmark, German Democratic Republic, Iraq, and New Zealand. Topics addressed in each of the case studies in-Topics addressed in each of the case studies in-clude: national policies concerning educational information; organization and use of national educational information systems and services; user groups and their needs; training of educa-tional information personnel; and regional and in-ternational cooperation. These case studies are presented in this document; a fuller treatment of the special theme for 1977 will be found in publications appearing as a result of the work of the conference. (Author/JPF)

ED 146 896 IR 005 274

Lekovic, Zdravko Bjelica, Mihalo Communication Policies in Yugoslavia. United Nations Educational, Scientific, and Cul-

tural Organization, Paris (France).

Note—61p.

Available from—UNIPUB, Box 433, Murray Hill
Station, New York, N.Y. 10016 (\$3.95)

EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.

*Communications, Foreign Countries, Govern-

ment Role, Journalism, *Mass Media, *Public Policy Identifiers—Yugoslavia

This report on communication policies in Yuivia is part of a larger project, sponsored by UNESCO and intended to analyze communica-tion policies as they exist at public, institutional, and professional levels in selected countries. In-cluded in this report are: (1) the premise of Yugoslavian communication policy; (2) historical development of mass communication in Yugoslavia; (3) public policy in communications; (4) social participation in the progress of the mass media;
 (5) the position of mass media; and
 (6) journalistic organizations and research work. Statistical data on population and mass communications media are appended. (Author/STS)

ED 146 897

IR 005 275

Halas, John

Film Animation: A Simplified Approach.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 76

Note—90p.; Monographs on technology and utilization, No. 2 communication

Available from-UNIPUB, Box 433, Murray Hill Station, New York, N.Y. 10016 (\$3.30) EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS. escriptors—*Animation, *Film Production, Films, *Production Techniques, *Special Ef-Descriptors

fects This monograph on film animation is a presen-

tation of basic animation techniques for those already familiar with film making. Included are: (1) basic principles of animation, (2) the range of animation techniques, (3) animation mechanisms, (4) pre-production of animation, (5) production of animation, (6) the right kinds of economy, and (7) an index of technical terms. (Author/STS)

ED 146 898

IR 005 276

Chander, Romesh Karnik, Kiran

Planning for Satellite Broadcasting: The Indian actional Television Experimen

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Note-72p.; Reports and papers on mass communication, No. 78

Available from-UNIPUB, Box 433, Murray Hill Station, New York, N.Y. 10016 (\$2.65)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Agricultural Education, Broadcast Reception Equipment, *Communication Satel-*Cooperative Planning, Delivery Systems, *Developing Nations, Educational Technology, *Educational Television, Health Education, Indians, Inservice Teacher Education, National Programs, Pilot Projects, *Technological Advancement, Telecourses

Identifiers-India, Satellite Instructional Televi-

sion Experiment

This document reports on the technical and programmatic planning stages of the Satellite In-structional Television Experiment (SITE), which was undertaken by India in 1975-76 utilizing the first satellite capable of transmitting television programs directly to community receivers. Programmatic planning includes program objectives, the mechanics of programming, content for adults and children, development of a multi-media package for inservice teacher training, and the determination of priorities in education, agriculture, health, nutrition, and population control. Technical planning includes village selection, the direct reception system, and an evaluation plan. Extensive interdisciplinary cooperation was demanded by the nature of the project. (Author/STS)

ED 146 899

IR 005 280

Wescourt, Keith T. And Others
Knowledge-Based CAI: CINS for Individualized Curriculum Sequencing. Final Technical Report

Stanford Univ., Calif. Inst. for Mathematical Stu-

dies in Social Science.

Spons Agency—Office of Naval Research,
Washington, D.C. Personnel and Training Branch.

Pub Date 3 Oct 77 Contract-N00014-76-C-0615

Note—129p.
EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Artificial Intelligence, *Computer Assisted Instruction, *Curriculum Develop-ment, Curriculum Planning, Educational As-sessment, *Individualized Instruction, Models, Programing, *Sequential Programs, Simulation, Student Centered Curriculum, *Technical Edu-

Identifiers—BASIC Instructional Curriculum Information Network

This report describes research on the Curricu-lum Information Network (CIN) paradigm for computer-assisted instruction (CAI) in technical subjects. The CIN concept was first conceived and implemented in the BASIC Instructional Program (BIP). The primary objective of CIN-based CAI and the BIP project has been to develop procedures for providing each student with an individualized sequence of instruction within the constraints of broader instructional objectives. constraints or oroader instructional objectives. Although the initial BIP system was for the most part successful in providing individualized problem selection some general weaknesses and specific failures were identified. The present research was concerned with locating problems in SIPS CIN and in developing more robust CIN BIP's CIN and in developing more robust CIN structures and associated procedures for curriculum sequencing. This research included the im-plementation of simulation procedure for debugging and preliminary evaluation of CIN-based systems. The simulation was used to examine modifications to BIP's problem-selection procedure. The major effort was the development of a new CIN structure modeled on a semantic network formalism, which was designed to overcome more general limitations of the original CIN structure. The new CIN was implemented in the BIP-II system, and data were collected on the ex-

ED 146 900

IR 005 282

Paisley, William Butler, Matilda Computer Assistance in Information Work. Part I: Conceptual Framework for Improving the Com-puter/User Interface in Information Work. Part

perimental use of this system. (Author)

II: Catalog of Acceleration, Augmentation, and Delegation Functions in Information Work. National Science Foundation, Washington, D.C.

Div. of Science Information. Pub Date 31 Aug 77

Contract—C76-05489

Note-105p.; Project Title: Computer Assistance in the Use of Scientific and Technical Informa-

EDRS Price MF-\$0.83 HC-\$6.01 Plus Posta

Descriptors—Automation, *Computer Oriented Programs, Computers, Computer Science, Cybernetics, *Information Processing, Cybernetics, *Information Processing, *Information Science, Information Systems, *Information Theory, *Library Automation This study of the computer/user interface in-

vestigated the role of the computer in performing information tasks that users now perform without computer assistance. Users' perceptual/cognitive processes are to be accelerated or augmented by the computer; a long term goal is to delegate in-formation tasks entirely to the computer. the computer; a long term goal is to delegate information tasks entirely to the computer. Cybernetic and psychological theories help to identify twelve perceptual/cognitive processes that underlie information tasks: scanning, fixating, feature extracting, decoding, comparing, deciding, inducing, deducing, retrieving, selecting, transforming, and producing. Functions that the computer may perform to accelerate, augment, and delegate these processes are exemplified by displaying, analyzing, simulating, and editing. In the late 1970's, computer research and development can increasingly shift from system-oriented problems to user-oriented problems. The communication functions shared by most users are displaying, commanding, inputting, editing, outplaying, commanding, inputting, editing, out-putting, and transmitting. It is neither necessary nor desirable that totally new information systems be designed to accommodate these functions. Four types of existing systems (information storage and retrieval, teleconference, instruction, decision support) should be regarded as extendable with respect to new functions. Since existing systems permit low-cost evaluation of new func tions, the sequel to this study should be a program of acceleration, augmentation and delega-tion experiments using existing systems. tion experiments (Author/JAB)

ED 146 901 Ely, Donald P. IR 005 285

ections From a Crystal Ball: The Future of the Library. Pub Date 7 Oct 77

Note—20p.; Paper presented at the Biennial Con-ference of the North Carolina Library Associa-tion (Winston-Salem, North Carolina, October

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—Community Change, "Futures (of Society), "Information Services, "Libraries, "Library Planning, Social Change, "Trend Applied"

This paper is concerned with helping proactive people prepare for the future. The future society is considered, then the process of change, and finally, what all of this means to libraries. Several approaches to the future are reviewed, but the approaches to the tuture are reviewed, but me proactive approach, in which people help to shape the situation in which they find themselves by setting goals and moving toward them, is con-sidered best able to deal with future change. Some assumptions about the future or alternative futures are made, and consequences of these as-sumptions are discussed. Changes in speed, growth of knowledge, urban living, and other societal factors are traced. Developments which impinge on future society such as lasers, machines, chemicals and nuclear power will also affect changes in libraries. Trends in library development are described, including increased access to information for all people, greater diversity of information sources, increased cooperation among agencies, greater participation in planning and operating information services, and greater willingness to employ technology. and greater willingness to employ technology.

(Author/KP)

ED 146 902

IR 005 291

Swindley, L. R. Cataloguing in Publication: An International Sur-

vey. United Nations Educational, Scientific, and Cultural Organization, Paris (France). Report No-COM.75/WS/32

Pub Date Dec 75

Note—103p.; Best copy available Available from—UNESCO, 7 Place de Fontenoy,

75700 Paris, France

EDRS Price MF-\$0.83 Plus Postage, HC Not Available from EDRS.

Descriptors— *Cataloging, *Library Programs, Library Research, Library Surveys, *Library Technical Processes, *Publishing Industry Identifiers-*Cataloging in Publication

This survey is a description of the cataloging in publication (CIP) programs presently operational in four countries—the United States, USSR, Brazil, and Australia—and isolates in each of these national experiences the ingredients for suc cess. Both the description of procedures and the recognition of factors which rendered the publishing climate of each country hospitable to CIP should provide a starting point for the planning of similar programs in other countries. Each of the first four chapters (one for each country) contains an introduction to administration, and funding; communications with publishers and librarians; the logistics and system of the program; the elements comprising the CIP descriptive and subject cataloging; use of CIP data by libraries; and participation in the program by publishers. Chapter 5 describes preliminary CIP studies in the Federal Republic of Germany, Mexico, the United Kingdom, and Canada. Requirements and recommendations for beginning a CIP program are presented in the last section entitled Guidelines for Implementation. (Author/JAB)

ED 146 903 IR 005 295 SPINES Pilot Programme for the International Exchange of Information on the Application of Science and Technology to Development. United Nations Educational, Scientific, and Cul-

tural Organization, Paris (France). eport No--UNESCO/NS/ROU/387

turia Organization, Paris (France).
Report No.—UNESCO/NS/ROU/387
Pub Date 10 Jun 77
Note—30p.; Some parts may be marginally legible due to print quality
EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

*Descriptors—Computer Oriented Programs,

*Data Bases, Developing Nations, Exchange
Programs, Information Dissemination, Information Processing, *Information Systems, International Programs, Pilot Projects, Policy Formation, *Program Descriptions, *Sciences,
Technology *Technology Identifiers—*Scientific and Technical Information, *SPINES

This report describes the pilot program for SPINES, a computerized system for collecting, selecting, analysing, and disseminating documents and factual data that have a direct bearing on policy-making, arrangement, transfer, and a ment in science and technology. This data is needed in developing policies for the advancement of science and technology, and their appli-cation in developing countries. Included in the description are (1) the objectives and principles of the SPINES system; (2) an outline of project development--feasibility study, thesaurus, con-sultations and meetings, and workshops; (3) the pilot program--objectives, activities, and coopera-tion; and (4) instructions on how to take part in the pilot program. Fields covered by the system, a summary table of planned activities, and SPINES documents and publications are listed in the appendices. (KP)

ED 146 904

IR 005 318

Hoachlander, Marjorie
What Nonprint Materials Can Do for You in College Teaching.

Association of American Publishers, New York, N.Y.; Association of Media Producers, Washington, D.C.

Pub Date 75

Note-17p.; Some parts may be marginally legible due to print color

Available from-College Media Committee of the Association of American Publishers, 1 Park Avenue, New York, N.Y. 10016 EDRS Price MF-\$0.83 Plus Postage. HC Not

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Audiovisual Instruction, *College Instruction, Films, Filmstrips, Higher Education, Instructional Aids, *Media Selection, Phonotape Recordings, Slides, *Teaching Techniques, Transparencies, Video Tape Recordings

This brochure presents some classroom problems which have been solved by college instructors through the use of nonprint materials. re is a discussion on how to determine when and how nonprint media could be used during a course. Five questions are asked which help instructors select the type of nonprint materials they should use to harmonize with their style of teaching. Suggestions are made for finding and evaluating nonprint media, and a brief list of books to help plan the use of nonprint materials is provided. The last section contains a short description of each of the following: overhead transparencies, slides, filmstrips, records, au diotapes, 16mm films, Super 8mm films, and videotapes. (JAB)

ED 146 905 IR 005 322

Pascarella, Ernest T. Terenzini, Patrick T.
Ratings of the Academic Program by Freshman
Students in "Systematically Designed" and
"Conventional" Courses: A Discriminant Analy-

Syracuse Univ., N.Y. Center for Instructional Development.

Pub Date 74

Note-34p.

Available from-Patrick T. Terenzini, Office of Student Affairs, Syracuse University, Syracuse, N.Y. 13210

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*College Freshmen, College Instruc-tion, *Conventional Instruction, *Discriminant Analysis, *Educational Attitudes, *Educational Research, Higher Education, *Instructional Innovation, Instructional Programs, Statistical Analysis

This exploratory study was designed to deter-mine whether those students enrolled in courses systematically designed by faculty teams to incor-porate nontraditional and innovative instruction differed from students not taking these courses in attitudes toward academic and nonacademic experience. Questionnaires were sent to a sample of 400 freshman students; data are based on the 379 replies received. Stepwise discriminant analysis indicated that two factor dimensions, interest value and practical appeal, were rated more posi-tively by students in systematically designed courses than by other students. Findings suggested that systematic instructional development efforts may have positive impacts beyond the course level. Statistical data tables are included in the report, and references are attached. (Author/KP)

ED 146 906 IR 005 329

deVille, Barry, Ed.
Educational Technology Program for Nova Scotia: Initial Phase. A Report on the Federal-Provin-cial Study of Educational Technology in Nova

Nova Scotia Dept. of Education, Halifax. Pub Date 75

Note—121p. EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Communications, *Educational Assessment, Educational Equipment, *Educational Technology, Information Networks, Instructional Materials, Resource Allocations, *State Departments of Education, *State Surveys, Teacher Education

Identifiers-*Nova Scotia

This is a preliminary examination of the resent status and future prospects of educational technology in Nova Scotian schools. It is aimed at developing a plan to enhance the quality of edu-cational technology by concentrating on systems which will be conducive to realizing educational goals at a reasonable cost. An overview of the in-stitutional background of educational technology and the various aspects of the organization and operation of the Department of Education in the province are described. Existing educational technology resources in Nova Scotia are documented in the following areas: (1) communication and information networks, (2) equipment and facilities, (3) software and materials, and (4) teacher education and resource specialists. Implications of these findings are discussed, and suggestions for developing and improving existing resources are made relative to the design of a broad learning resource base, and to more sub-stantive aspects of technology and educational back-up services in four areas: (1) equipment and acquisition, (2) software access and products, (3) electronic networks, and (4) coordinated resource services. Four major recommendations involve: (1) provision by the Nova Scotia Department of Education for basic supportive services throughout the province; (2) closer integration and coordination of certain departmental programs and activities to strengthen the means of grams and activities to strengthen the means of providing these services; (3) provision for soft-ware, materials, equipment, facilities, and train-ing; and (4) undertaking another examination of the Educational Technology Program for Nova Scotia at a later date. (DAG)

ED 146 907 IR 005 331 If You Want Air Time.

National Association of Broadcasters, Washington. D.C.

Note—21p.; Some parts may reproduce poorly due to color of pages and print Available from—National Association of Broad-casters, 1771 N Street N.W., Washington, D.C. 20036

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Broadcast Industry, Community Organizations, *Mass Media, *Organizational Communication, Programing (Broadcast), *Publicize, *Public Relations, Radio, Telecommunication, Television

Identifiers-Public Service Announcements

This booklet of do's and don'ts was prepared to help individuals or community organizations obtain radio and television time for publicity, promotion, or public relations messages. The li covers general suggestions for presentation of the message to stations and more specific require-ments for radio and television stations. Proper procedures such as contacting the program director and maintaining good relations with the station staff are stressed, as well as knowing the subject of the message and being open to sug-gestions on production techniques. Included are sample public service announcements and news releases for radio and television. (JAB)

IR 005 333

Mertens, Donna M.
Development, Delivery, and Evaluation of AESP's
Visual Learning Course.
Appalachian Regional Commission, Washington,
D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 77 Note—76p.; For related documents, see IR 005 332 and ED 125 594-5 EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors-*Communication Satellites, Delivery Systems, Educational Technology,
"Educational Television, "Evaluation Methods,
"Inservice Teacher Education, Telecourses,
Education, Teacher Education, Telecourses, *Visual Learning Identifiers—*Appalachian Education

Project

This report documents the Appalachian Educa-tion Satellite Project's (AESP) delivery of a continuing education course entitled 'Visual Learning' to 55 educators at 10 sites in Appalachia in Spring 1977. The course was intended to assist teachers in making more practical use of television in the classroom. Presented are: (1) a brief overview of the structure and history of AESP; (2) an overview of the Visual Learning course including course development, structure, content, and objectives; and (3) the methodology and results of the evaluation of course delivery. (Author/STS)

ED 146 909 IR 005 334

CATV Technical Papers. National Cable Television Association, Inc., Washington, D. C. Pub Date Apr 77

Note-121p.; Papers presented at the annual convention of the National Cable Television Association (Chicago, Illinois, April 17-20, 1977)
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Cable Television, Conference Reports, *Maintenance, *Production Techniques, *Special Services, *Technical Reports

Complete technical papers of the 1977 Na-tional Cable Television Association Convention are included in this report. Twenty-two of 32 papers and two abstracts cover the topics of advanced cable television techniques, human reactions to television picture impairment, special displays and services, protection from theft of service, everyday operational maintenance, small earth stations, pay cable functions and related problems, and testing and maintenance. Papers include abstracts, supporting materials, and references. (KP)

IR 005 335

Wegner, Hart Teaching with Film. Phi Delta Kappa, Bloomington, Ind. Pub Date 77

Note—41p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Audiovisual Aids, Cartoons, Documentaries, *Educational Resources, Films, *Film Study, Foreign Language Films, *Film Study, Foreign Language I *Instructional Films, Secondary Education

Many feature length films and films made for television are adaptable to classroom use, espe-cially in the arts, humanities, and social sciences, and students may accept a well-produced film (even if it is older) more readily than an inexpensively produced educational film. This booklet discusses how animated films, narrative feature films, documentaries, and personal films might be used for teaching, and offers many specific films as examples. Separate chapters are devoted to film selection, presentation of a film to students, and where to obtain films. The author advocates the teaching of film as a form of literature (such as art or drama) by integrating film studies into the required curriculum in the junior and senior high schools. (JAB)

ED 146 911 95 IR 005 337 And Others Iones, Dennis

Library Statistical Data Base Formats and Defini-Western Interstate Commission for Higher Educa-

tion, Boulder, Colo. National Center for Higher

Education Management Systems.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Bureau No—475AH60139

Pub Date 77

Grant—G007603529 Note—274p.; For related documents, see IR 005 338-339, ED 134 224, ED 140 866-867 EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—College Libraries, *Data Bases, *Decision Making, *Library Administration, Library Networks, Library Planning, *Management Information Systems, Performance Criteria, Public Libraries, Statistical Data, *University Libraries

Represented are the detailed set of data strucrelevant to the categorization of informa-terminology, and definitions employed in the n of the library statistical data base. The tion, term design of the library statistical data base. The data base, or management information system, provides administrators with a framework of information and standardized data for library management, planning, and decision making; communication and comparison between libraries, and reporting to external agencies and organizations. The organizational divisions of the document are divided according to the functional areas used in the conceptual approach of the areas used in the conceptual approach of the system: environment, the overall resources, and system: environment, the overall resources, and programmatic activities of the library. Environmental data represent the first major section, which is categorized into subsections for public and academic libraries. The library resources section is divided into four subsections: collection, but the district section is divided into four subsections: collection, but the district section is divided into four subsections: collection, human, financial, and facility resources. The third section is the program data and is divided into the following sub-sections: financial, personnel, facility, activity, and user measures. The final section lists outcome and performance measures. Some sections of the document are said to be at an early stage of development and changes and refinements will be dictated through practical apretinents win or dictated intogr practical ap-plications of the system. Appended are a list of the data sources of definitions and data elements and a reprint of the Higher Education General In-formation Service (HEGIS) taxonomy used to categorize instructional programs and disciplines; an index is included. (Author/JPF)

ED 146 912 IR 005 338

Jones, Dennis And Others
Commentary to Library Statistical Data Base.
Western Interstate Commission for Higher Edu tion, Boulder, Colo. National Center for Higher

Education Management Systems. pons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources. Bureau No-475AH60139

Pub Date 77

Grant-G007603529

Note—30p.; For related documents, see IR 005 337, 339, ED 134 224, ED 140 866-867 EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—College Libraries, *Data Bases,

Descriptors—College Libraries, *Data Bases,
 *Decision Making, *Library Administration,
 Library Networks, Library Planning,
 *Management Information Systems, Performance Criteria, Public Libraries, Statistical Data, *University Libraries

Data, "University Libraries

The National Center for Higher Education

Management Systems (NCHEMS) has developed
a library statistical data base which concentrates
on the management information needs of administrators of public and academic libraries. This document provides an overview of the framework and conceptual approach employed in the design of the data base. The data contained anagement information system describes the environment, the overall resources, and the programmatic activities of the library. Environmental data for the library includes information which describes the external setting of the library, which describes the external setting of the florary its internal organization, and the target group it serves. The overall resources of the library include four major types of data: collection resource data, human resource data, financial data, and facility resource data. The data concerning programmatic activities organizes the library into major activity or functional areas. For each of these a series of measure categories is used to describe and evaluate the activities of the library. These measures describe revenues and expenditures, personnel, facilities, activities, users, and outcome/performance of each of the users, and outcome/performance of each of the activity areas. Changes and refinements are expected through practical applications of the system. Readers are advised to look at "Library Statistical Data Base Formats and Definitions," which gives the detailed set of data structures relevant to the categorizations of information, terminology and definitions employed in the design of the system. (Author/JPF)

ED 146 913 IR 005 339

Jones, Dennis And Others
Development and Demonstration of a Statistical
Data Base System for Library and Network
Planning and Evaluation. Fourth Quarterly Re-

port.
Western Interstate Commission for Higher Educa-tion, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources. Bureau No.—475AH60139

Pub Date Aug 77 Grant-G007603529

Grant—G007603529
Note—49p.; For related documents, see IR 005
337-338, ED 134 224, ED 140 866-867; Appendix D Contains small type
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—College Libraries, *Data Bases, *Decision Making, *Library Planning, *Management Information Systems, Performance Criteria, Public Libraries, Statistical Data, *University Libraries
The National Center for Higher Education Management Systems (NCHEMS) has completed the development and demonstration of a library statistical data base. The data base, or management information system, was developed for ad-

ment information system, was developed for administrators of public and academic libraries. The system provides administrators with a framework of information and standardized data for library management, planning, and decision making; communication and comparison between libracommunication and comparison between nora-ries; and reporting to external agencies and or-ganizations. Included in the final report are: (1) recommendations of the advisory committee to the project; (2) an overview of the pilot test of preliminary versions of selected components of the system in five Pennsylvania libraries with their recommendations for further revisions; (3) a narrative on activities related to the project in other agencies; (4) a brief overview of the conceptual approach used in the design of the systems; and (5) enumeration of seven areas systems; and (5) enumeration of seven areas where additional research is required. Appendices include a bibliography, a complete list of publications emanating from the project, evaluation report, performance measures by program areas of the system, and financial report. The framework and conceptual approach, as well as the detailed set of data structures employed in the system, are discussed in related documents. (JPF)

ED 146 914 IR 005 352 Arizona Long-Range Program. 1978/1982, Revised & Extended.

Arizona State Dept. of Library and Archives, Pub Date 77

Pub Date 77
Note—53p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Information Needs, Libraries, Library
Collections, Library Cooperation, Library
Facilities, *Library Planning, *Library Programs, *Library Services, Objectives, *Program
Descriptions, *Statewide Planning Identifiers-*Arizona

The long range program for library services in Arizona has been extended and revised to include fiscal years 1978/1982. Needs, goals, and objectives are reworded and reorganized in this program description. Seven major needs are identified, with documents describing each of these needs listed. Ten major goals and related objectives are listed: (1) provision of leadership at the state level: (2) strengthening of library services. objectives are issed: (1) provision of leadership at the state level; (2) strengthening of library services; (3) meeting information needs of Arizona residents through state and regional library networks; (4) offering library services to ethnic minority groups and the disadvantaged; (5) providing library services to meet information needs relevant to national priority programs; (6) revolving library services to resident of state in providing library services to residents of state in-stitutions; (7) identifying needs of, and develop-ing programs for, the blind, physically han-dicapped, and homebound; (8) encouraging the improvement of facilities; (9) studying library conditions in the state; and (10) developing cooperative library services and programs on an interstate basis. Actions to implement these objectives are outlined with a summary of evalua-tion methods to be used. A hierarchical arrange-ment of needs, goals, and objectives includes time frame, cost, and evaluation method for each task.

ED 146 915 IR 005 353

ED 140 715
Mainse, David
Television and Our Children. A Report of the Activities of the Alternatives in Children's Broadcasting Project.
Pub Date May 76 Note—245p. EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Cartoons, *Childrens Television, Commercial Television, Educational Television, Commercial Television, Educational Television,
*Program Planning, Questionnaires, Surveys,
Television, *Television Research, *Television
Surveys, Television Viewing, *Violence
Identifiers—Canada, Crossroads Television
Two major objectives of the Alternatives in
Children's Broadcasting Project were to determine the extent of the influence of violence in
children's classifier and to determine if children's

mine the extent of the influence of violence in children's television and to determine if children's interest in prosocial programming makes it a viable alternative to violence programming. Both adults and 8-10 year old children were surveyed about their viewing habits and preferences and the effects of television on their families. Included are a content analysis of television programs and a literature review. The establishment of a Canadian Communications Center is recompended to facilities the flow of ideas about chilmended to facilitate the flow of ideas about children's programming, and to serve evaluative and public awareness functions. Appended are summaries of television programs, and responses to the adult's and children's questionnaires. (STS)

IR 005 355 Purnasiri, Supalak Griffin, Robert S. Summary Report on the Radio Farm Forum Pilot

pons Agency—United Nations Development Programme, Bangkok (Thailand). eport No—RB #336

Report No-RB # Pub Date Nov 76

Note—12p.; Project Title: Strengthening the Pro-gramme of Improvement of Irrigated Agricul-ture in Northeast Thailand, THA/74/015 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Farmer Education,
*Developing Nations, Educational Programs,
*Educational Radio, Farmers, Mass Media,
Radio, Rural Development, *Rural Extension,

"Telecommunication
The main objective of the program was to obtain qualitative data on the value of Radio Farm
Forums (RFF), to both the farmers and the extension service, in terms of facilitating two-way communication between the two parties. The concept of RFF is to provide agricultural information through integrated use of mass media and interpersonal communication channels (radio, publications, field worker visits) for an audience which has been organized into forums. The pro-ject was conducted in eight villages in Khon Kaen Province, Northeast Thailand, which were Province, Northeast Inailand, which were selected (out of 47 villages) by application of the quartile ranking method to existing socio-economic and agro-economic data. A training program was developed for forum leaders from the villages. The RFF were broadcast once a the villages. The RFF were broadcast once a week for 20 weeks, with the leaders conducting discussion periods immediately after each program. The RFF (1) succeeded in organizing groups of farmers and maintaining their interest in the project; (2) demonstrated the reinforcing effects of relowire messages. effects of relaying messages through several means of communication; and (3) illustrated a virtually self-contained model for extension pro-gram planning and implementation. (JAB)

IR 005 388 ED 146 917 Putnam, Nancy, Ed. And Others Syracuse University Libraries Procedures Manual.

Syracuse Univ., N.Y. Univ. Libraries. Pub Date 77

Note—278p.; Best copy available EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

EDRS Price MF-50.83 HC-\$15.39 Plus Postage.
Descriptors—Library Acquisition, Library Administration, Library Collections, Library Materials, *Library Technical Processes, *Manuals, On Line Systems, Program Descriptions, University Libraries Identifiers—*Syracuse University NY Technical procedures of Syracuse University Libraries are described in this manual which is divided in two parts: (1) description of the general organization of Syracuse University Libraries collections and the various ways to obtain access to them; and (2) detailed technical procedures to be followed when adding or removing material from them; and (2) detailed technical procedures to be followed when adding or removing material from the collections. Topics considered in the first part include administrative organization and depart-ment descriptions, and access to the collections through four basic tools-card catalogs, kardexes, periodical printouts, and the automated system, SULIRS. Part Two, describing the technical procedures, provides information on collection acquisition, including pre-order searching and bibliographic tools, ordering, collection main-

e, circulation, and inventory. The manu will be revised as necessary. A glossary and complete subject index to both parts are included. (Author/KP)

ED 146 918 IR 005 389 Copyright and the Librarian.
Library of Congress, Washington, D.C. Copyright Office

Report No-Pub Date 77 -Circular-R-21

Note-11p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Washington, D.C. 20402

ton, D.C. 20402
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Classroom Materials, *Copyrights,
*Guidelines, Interlibrary Loans, *Laws,
*Libraries, Music, *Reprography
Identifiers—National Comm New Tech Uses

Identifiers—National Comm New Tech Uses
Copyrighted Works
This circular has been published to satisfy
requests by librarians and teachers for information concerning responsibilities, obligations, and
limitations under the new copyright law. Pertinent sections of the law, plus minimum standards of educational fair use for books, periodicalls and putsic son installinguages. cals, and music, and guidelines on interlibrary loan arrangements for photocopying adopted by the National Commission on New Technological Uses of Copyrighted Works (CONTU) are covered. These include exclusive rights; limitations on exclusive rights-fair use, classroom guidelines for classroom copying in not-for-profit educational institutions; related definitions; guidelines for educational uses of music; limitations on exclusive rights-reprography by libraries and archives; and statutory damages. Additional materials from other sources will be added in

ED 146 919

subsequent revisions. (Author/KP)

IR 005 390

Cook, Gordon Information Science or Informatics? A Critical Survey of Recent Literature. Pub Date 76

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Analytical Criticism, *Content Analysis, *Definitions, *Information Science,

*Literature Reviews Identifiers—*Informatics, Wellisch (Hans)

This essay assesses the principal literature published on the theory of information science during 1971-1976. This literature is compared to the article, "From Information Science to Inforthe article, "From Information Science to Informatics: A Terminological Investigation," by Hans Wellisch. What has been written since Wellisch wrote was found to be not equal in quality to this article, and questions he raised have not been considered by colleagues who have, until recently, also ignored the works of Soviet counterparts Mikhailov, Chernyi, and Giliarevski. The terparts Mikhailov, Chernyi, and Gillarevski. The scope of writing on the theory of information science is narrow, and no progress has been made toward the goal of defining information science as a discipline or as a science. The essay provides a broad overview of the literature to encourage both increased communication and the reassess-ment of intellectual positions by those working in the field. (Author/KP)

ED 146 920 IR 005 391

Miller, Richard T., Jr. Directory: Groups Concerned with Adult Corrections.

Missouri Association for Social Welfare.; Missouri Catholic Conference.; Missouri State Library, Jefferson City. Pub Date May 76

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adults, "Change Agents,

"Community Agencies (Public), "Correctional

Rehabilitation, "Corrective Institutions,

"Directories, Rehabilitation Programs

Identifiers— Missouri
Groups attempting to bring about change in adult corrections in Missouri are listed alphabetiadult corrections in Missouri are listed alphabeti-cally in this directory as well as government agen-cies and institutions involved in the adult cor-rections process. Each entry includes information on name, address, telephone number, contact person, purpose of the group, services and pro-grams, and publications, when available. An index of organizations by town/city is attached. (Author/KP) ED 146 921 IR 005 392 Guidelines for the Establishment and Development of Multilingual Thesauri. United Nations Educational, Scientific, and Cul-

tural Organization, Paris (France). Report No—SC.76/WS/102 Pub Date Dec 76

Pub Date Dec 76
Note—51p.

EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.

Descriptors—*Construction (Process), English,
French, German, *Guidelines, Indexing, Information Services, *Multilingualism, *Standards,
*Theory.**

mation services, Mutuinguaism, Standards,
*Thesauri
Identifiers—*Multilingual Thesauri
These guidelines are intended for the growing number of information services which use, or plan to use, a multilingual thesaurus. The purpose is to describe the various tasks involved in conis to describe the various tasks involved in con-structing and developing multilingual thesauri, and where possible, to recommend standard prac-tices. The scope is restricted to a consideration of the problems of multilingualism as they relate to conventional thesauri-those intended for use by human indexers and searchers, designed for coor-dinate indexing, and which avoid semantic factor-ing. There is emphasis on thesauri which distin-ruish between descriptors, and pro-descriptors. ing. There is emphasis on thesauri which distinguish between descriptors and non-descriptors. Guidelines are based on experience gained in the fields of science and technology and they concentrate on the world's major languages in these fields. Definitions, methods of use and thesaurus construction, basic problems of multilingual thesauri, presentation and arrangement, the process of constructing multilingual thesauri, and organizational aspects are considered. (Author/KP)

ED 146 922 IR 005 393

Wasserman, Paul Rizzo, John R.
A Course in Administration for Managers of Information Services: Design, Implementation and Topical Outline.

United Nations Educational, Scientific, and Cul-tural Organization, Paris (France). Report No—SC-76/WS/110

Pub Date Dec 76

Pub Date Dec 76

Note—849.

EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.

Descriptors—Bibliographies, "Course Content,
"Course Descriptions, Developing Nations,
Guidelines, "Information Scientists,
"Librarians, Library Administration,
"Management Development, "Management
Education

A topical publish for courses in administration.

A topical outline for courses in administration for managers of information services, and a set of guidelines for designing and implementing these courses are included in this manual for those responsible for planning, developing, and offering responsible for planning, developing, and offering management training programs. Key elements in presenting and developing management skills of information personnel are identified. The course is designed for information specialists or librarians who have not concentrated in management studies, and is behaviorally oriented. Topics covered include: (1) participants—characteristics and selection; (2) methods of instruction and key roles; (3) qualifications of directors and faculty; (4) arrangements, facilities, and program am-(4) arrangements, facilities, and program ambience; (5) program content; and (6) post seminar concerns. The second half of the manual seminar concerns. The second half of the manual is comprised of topical outlines and bibliographies covering (1) the role of the administrator in complex organizations; (2) organization structure; (3) managing for motivation and productivity; (4) managerial leadership; (5) performance appraisal and employee development; (6) establishing and implementing objectives; (7) group problem solving and leadership; (8) financial analysis, planning, and control; (9) decision making; and (10) trends in information organization administration. (Author/KP)

ED 146 923 IR 005 394 Bibliography: Reports from the International Conference on Education, 1975.

International Bureau of Education, Geneva

(Switzerland).

Pub Date 77 -59p.; IBEDATA 77:1

Note—59p.: IBEDATA 77:1
Available from—UNIFO Publishers Ltd., P.O.
Box 89, White Plains, New York 10605,
U.S.A., or Microfilm Services, 10 Cour des
Bastions, 1205 Geneva (Switzerland); In

microfiche only
EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.

Descriptors—Annotated Bibliographies, Comparative Education, Conference Reports, *Educational Development, *Educational Policy, *Educational Trends, Foreign Countries, International Education, *International Education, *Teacher Policy, *Teacher *Teacher Role entifiers—*International Conference on Educa-

tion

Conference reports and reference papers prepared by 52 countries for the International Conference on Education, and national reports on the progress of the systems in 75 countries are included in this bibliography on major trends in education and the changing role of the teacher. A total of 137 documents published in 1974 and 1975 are listed. Entries include bibliographic information, as well as indication of the language of the document and an abstract in French or Fintormation, as well as indication of the language of the document and an abstract in French or En-glish containing descriptors and identifiers used in indexing. Two comprehensive subject indexes in French and English are attached. The bibliog-raphy is intended for comparative educators, research workers, and documentalists. (KP)

ED 146 924 IR 005 395

Terminology: Special Education. International Bureau of Education, Geneva vitzerland).

Pub Date //
Note—362p.
EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.
Descriptors—*Comparative Analysis,
*Definitions, English, French, *Glossaries, Russian, Spanish, "Special Education, "Vocabulary A selected list of terminology used in special education in four languages-English, French, Russian, and Spanish-is set out in this glossary. This preliminary edition is intended as an overall formation and control listing of terms with their framework and partial listing of terms with their definitions. The aim of the glossary is to facilitate communication, spoken and written, between specialists in different countries. Terms used in special education but common to education as a whole (e.g., student, school, perception) are omitted, as are technical terms. Following a sche-matic listing of related terms in all four lan-guages, the main body consists of alphabetical lists in each of the languages with references to the schematic section, as well as indications to cross references and related terms within the same language. Related terms in other languages are included in the margin. (KP)

ED 146 925 IR 005 396 Directory: Educational Documentation and Information Services.

International Bureau of Education, Geneva

(Switzerland).

Pub Date 77

Note—69p.; Some parts may reproduce poorly due to print quality of original Available from—Documentation Office,

UNESCO: International Bureau of Education, Palais Wilson, 1211 Geneva 14, Switzerland EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.

Descriptors—*Directories, *Documentation, Education, Foreign Countries, *Information Networks, *Information Services, Information Systems, *International Educational Exchange Identifiers—*Educational Information Centers

This basic directory prepared by the Interna-tional Bureau of Education offers a reference tool to all engaged in educational documentation and information services and is published to improve the international network for the exchange of ideas and experiences. Entries are included for the national service of 75 member States, arranged in English alphabetical order by country. Each includes name and address of the service and information on staff, activities, services, fields, collections, classification, audiovisual materials, reprographic services, periodical publications, monographs, and studies and surveys in preparation when available. Five regional and five international services are also listed. Entries are in either English or French. New editions of this directory are planned at two-year intervals. (Author/KP)

ED 146 926 IR 005 397

Evans, A. J. And Others

Education and Training of Users of Scientific and

Technical Information: UNISIST Guide for

United Nations Educational, Scientific, and Cul-tural Organization, Paris (France).

Pub Date 77

Note-155p. EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.
Descriptors—Course Organization, Educational Planning, Guidelines, "Higher Education, "Information Utilization, "Library Instruction, "Library Skills, "Scientists, "Freaching Guides Identifiers—"Scientific and Technical Information This guide is addressed to teachers who develop information retrieval skills in users of scientific and technical information—undergraducts and graduate students scientific and scientific and technical information-undergradu-ate and graduate students, scientists, and technologists. It is intended to have particular ap-plication in developing countries. The teacher is likely to need expertise in library and information science, acquaintance with subject areas, teaching skills, and knowledge of local circumstances. Se tions of the guide cover: (1) educational and in-structional objectives and motivation; (2) arrangements to plan a course-promotion, teaching staff, and location; (3) preparation of courses with detailed objectives, variations in approaches, teaching and learning aids, case studies, evaluation, feedback, and self-instruction; (4) course content-topics and modifications; (5) methodology; (6) development of search techniques; (7) practical exercises; and (8) considerations such as student and subject differences and nonscientific subjects. The appendices include introductory tours of the library, handouts, examples of lec-tures and exercise sheets, and a list of further reading. (KP)

ED 146 927 Guide for the Conversion of School Libraries into

Media Centres.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 77

Note-55p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Audiovisual Centers, Autoinstruc-tional Laboratories, Building Conversion, Facility Guidelines, Foreign Countries, *Guidelines, *Instructional Materials Centers, Media Specialists, *Program Development, *School Libraries

This study presents a synthesis of the problems and questions drawn from the development of school media centers, particularly on the basis of existing school libraries. Attention is given to strategies which have already been used, to allow choice depending on local requirements, rather than suggesting ready-made solutions. Sections in the guide focus on the questions: (1) For whom and why?; (2) With whom?; (3) With what?; (4) When?; (5) Where?; and (6) How? The attached annexes contain significant abstracts from five case studies which include descriptions of the conversion of school libraries into media centers; principles underlying a project to transform a library into a media center; and a description of the setting up of a media center; as well as the text of a "Guide to the Fitting Up and Equipping of a Multi-Media Self-Instructional Centre in an Existing School" by Robert Quinot. (KP)

ED 146 928 IR 005 399

Durr, W. T. And Others

Baltimore's Automated Information Systems Inventory, Revised.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.
Pub Date 14 Jun 77

Grant-CPA-MD-03-06-1017

Note—92p.; Best copy available EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—"Automation, City Planning, "City Wide Programs, "Data Processing, Financial Services, "Information Systems, Management, Personnel, "Program Descriptions, Surveys, Systems Development
Identifiers—*Maryland (Baltimore)
The City of Baltimore utilizes an automated in-

formation system centered on finance and personnel administration. This survey of the system as of summer 1975 describes 15 categories of operations systems serving approximately 30 purposes. Each system is described by department, bureau, and services. These include: Bureau of Management Information Systems; systems Management information Systems; systems development; financial system; personnel; land; general; city hospitals; criminal justice; Department of Planning and Capital Improvement Projects; education; and Department of Public Works. A major need exists for control and management development. Projected demands of the future indicate that attention should be focused on disseminating information to a broader community, predicting the cost to automated information management of implementing proposed legislation, and facilitating coordination between manual and automated systems. A selected bibliography and a list of Baltimore information centers and services are attached. (Author/KP)

ED 146 929 IR 005 400

Sindermann, Robert, Jr.
Compiling an Index with the Help of a Computer.
Pub Date 9 Dec 77

Note—43p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—*Automatic Indexing, *Computer Programs, Flow Charts, *Indexes (Locaters),

*Program Descriptions entifiers—*BASIC P Programing

*DEC 10 Computer

This report presents a procedure for compiling a typed index using a DECsystem 10 computer without index cards, with the following objectives: (1) to increase compilation speed of a typed index; (2) to provide a machine-readable version of an index that can be edited rapidly; version of an index that can be edited rapidly; (3) to provide two forms of an index—one ar-ranged by page number to check terms, and the final product arranged by index terms; and (4) to enable an indexer to make several copies. It ex-plains new programs and procedures that can be used by any indexer with access to DECostem used by any indexer with access to DECsystem 10 installation. Use of the SOS text editor to create master files, the SORT Program, and two BASIC language computer programs to compile index terms and arrange them in index format are explained. Some fundamental DECsystem 10 monitor level and SOS commands are described and illustrated with examples. Limitations on the content of master files are covered, and steps for the correction of common input errors are detailed. Annotated copies and flow charts of the BASIC programs are included. (Author/KP)

ED 146 930

Christensen, Carol W.

formons and Mormon History as Reflected in U.S. Government Documents, 1830 to 1907.

Note—53p.; Best copy available EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Annotated Bibliographies, Bibliographies, Culture Conflict, *Government Publications, History, *Religious Cultural Groups, *Social History

Groups, "Social History Identifiers—"Mormons This annotated bibliography contains over 250 sources on Mormons and Mormon history from 1830 to 1907 found in government publications. The nineteenth century documents reflect the controversy, issues, and sentiments concerning the Church of Jesus Christ of Latter-Day Saints, and with the twentieth century, mark a new era of tolerance and understanding. The sources include congressional publications, census reports, clude congressional publications, census reports, legislative publications, and court cases. Arranged chronologically, subject divisions include: Mormons' Relations with Neighbors--in Missouri, in Utah, Non-Mormons, Indians, Federal Officials in Utah; Splinter Groups; Mt. Meadows Massacre; Territorial Status for Deseret; the Mormon War, Movement for Statehood for Utah; Power and Influence of the Mormon Church in Utah; Polygamy; Women's Rights in Utah; Mormons and Education; and Mormons in Mexico. The bibliog-cation; and Mormons in Mexico. The bibliogcation; and Mormons in Mexico. The bibliography was compiled from the sources available at The University of Texas at Austin. (Author)

ED 146 931

Fortine, Suellen Radiocarbon Dating: An Annotated Bibliography. Pub Date 25 Apr 77

Note—64p.; Parts are marginally legible due to print quality and size EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

EDRS Price Mr-3000 Descriptors—*Annotated Bib *Asthropology, *Archaeology, Bibliographies, gy, Geology,

Identifiers—*Radiocarbon Dating
This selective annotated bibliography covers various sources of information on the radiocarbon dating method, including journal articles, conference proceedings, and reports, reflecting the most important and useful sources of the last 25 years. The bibliography is divided into five parts-general background on radiocarbon, radiocarbon dating, laboratory methods, limita-tions and sources of errors, and calibration of the radiocarbon chronology. Extensive introductory materials include characteristics of the literature, discussion of radiocarbon dating, the author's ob-servations based on a personal tour of the Radiocarbon Laboratory at the University of Texas, and a listing of radiocarbon laboratories around the world. The bibliography was compiled from the sources available at the University of Texas as of April 1977. (Author/BBM)

ED 146 932

IR 005 403

Voges, Mickie And Others
Recommended Systems for the Incremental Automation of the Morgue of "The Daily Texan."

Pub Date Jun 76

Note—63p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Programs, Indexes

Descriptors—Computer (Locaters), Information Retrieval, *Information Storage, *On Line Systems, *School Newspapers
A modular program is recommended

mation of the clippings file of "The Daily Texan" (student newspaper of the University of Texas at Austin). The proposed system will lead ultimately to on-line storage of the index, on-line storage of local, staff-written news stories from the previous local, staff-written news stories from the previous twenty-four months, micrographic storage for backup and retrospective search, and rapid retrieval techniques for accessing both the computer-stored articles and micrographically-stored articles. The system can be implemented on the PDP11/15 if the appropriate software and storage capabilities are available. It will provide several improvements to the present system including more complete indexing of news stories, more ef-ficient document retrieval, more reliable file integrity, and easier access by the "Texan" staff to morgue files. (Author)

ED 146 933 IR 005 404

Giannoble, Suzy K. Energy Abstracts for Policy Analysis: A Critical Analysis. Pub Date 28 Nov 77

Note—23p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Abstracts, *Energy, *Evaluation,
*Indexes (Locaters), Information Services,

Identifiers-*Energy Abstracts for Policy Analysis This paper presents the background of Energy
Abstracts for Policy Analysis with regard to
scope, cost, brief history, coverage, and online
availability. The computer-produced format and
the indexes are discussed. An analysis of the tool's syndetic structure and the characteristics and quality of the abstracts is included, as well as a brief comparative analysis of Energy Abstracts for Policy Analysis, ERDA Energy Research Abstracts, Engineering Index Energy Abstracts, and Energy Information Abstracts with regard to scope and coverage, cost, number of abstracts, and emphasis. Small-sample quantitative analyses on corporate author entries, growth in number of abstracts, time lag for periodical articles, and country of origin of abstracted journals comprise the final section. Recommendations for improvement of the tool are cited. (Author/KP) and quality of the abstracts is included, as well as ment of the tool are cited. (Author/KP)

IR 005 405

Vermont Interlibrary Loan Policies Directory. Vermont Library Association, Burlington.

Pub Date 77

Pub Date 77
Note—58p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—*College Libraries, *Directories, *Interlibrary Loans, Libraries, Library Cooperation, Library Services, *Medical Libraries, Policy, *Special Libraries Identifiers—*Vermont
This directory is designed primarily as a practical reference tool to disseminate the interlibrary loan (ILL) policies of college and special libraries in Vermont. Directory information was based on a questionnaire which was sent to 86 college and special libraries. Replies were received from 49 a questionnaire which was sent to 86 college and special libraries. Replies were received from 49 of these institutions and these individual policy statements were used in the compilation of this directory. Information recorded on the policy form includes: name and address of the library, telephone number, name of ILL personnel, form of ILL request accepted, types of material available for loan, charge for photocopy service, and microform capabilities. (Author/JAB)

ED 146 935

IR 005 406

Jackson, E. B.
FID Budapest 1972; Consolidated Index to

Texas Univ., Austin. Graduate School of Library

Science. Pub Date 72

Pub Date 72
Note—49p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Conference Reports, "Developing Nations, Global Approach, "Indexes (Locaters), "Information Science, "Information Utilization, "Library Education, Organization Identifiers—"International Federation for Documentation

This author, title, and subject index to the papers p...sented at the Assembly of the International Federation for Documentation (FID) on intional Federation for Documentation (FID) on in-formation use and organization, and on education for information science in less-developed coun-tries, is intended for participants, information centers in less-developed countries, and students of international practice of information science. Arrangement of the main body is alphabetical, word by word. Abbreviations, acronyms, and cross references are included. A code following each entry refers to author, paper, and page span. Some codes have abbreviations indicating such special attributes as the language of the docu-ment. (Author/KP)

ED 146 936 IR 005 408 Data for Massachusetts FY 1977 Comparative Public Library Report. Massachusetts Board of Library Commissioners,

Pub Date Oct 77

Note-118p. EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Library Circulation, Library Collec-tions, *Library Expenditures, Library Materials, *Library Surveys, *Public Libraries, *Questionnaires, *Statistical Data, *Tables *Questionnaires, (Data) -*Massachusetts

This statistical report is designed to facilitate rapid comparison of Fiscal Year 1977 support rapid comparison of Fiscal Year 1977 support and activity levels among Masachusetts public libraries. Summary tables provide medians, per-centiles, and means by population group on (1) library expenditures as a percent of total mu-nicipal expenditures; (2) total income per capita; (3) municipal appropriations per capita; (4) total operating expenditures per capita; (5) salary expenditure per capita and percent of total expenditures; (6) materials expenditure; (7) holdings of print and non-print materials; and (8) circulation of print and non-print materials. Tables supply data in each of the above categories for 351 minutes. data in each of the above categories for 351 mu-nicipalities, which are grouped by population size. The complete Statistics of Public Libraries Form and instructions are included. (KP)

ED 146 937 IR 005 414 Foreman, Gertrude E. Condon, Rosemary
Analysis of Information Needs of Off-Campus
Health Science Students.
Minnesota Univ., Minneapolis. Bio-Medical

Library.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.
Pub Date 30 Sep 77
Contract—NOI-MB-24383

Note-166p. EDRS Price MF-\$0.83 HC-\$8.69 Plus Posta EDRS Price MF-50.83 HC-58.69 Plus Postage. Descriptors—Data Analysis, *Graduate Medical Students, *Health Occupations Education, Hospitals, *Information Needs, *Library Ser-

riospitals, "Information Needs, "Library Services, Library Surveys, "Medical Libraries, Models, "Needs Assessment, Off Campus Facilities, Questionnaires, Rural Areas dentifiers—"Rural Physician Associate Program Information problems of health science stuates reserving their advantage.

Information problems of health science students receiving their education in rural areas were studied by the Bio-Medical Library of Minnesota to: (1) delineate and describe off-campus students' needs for, and access to, information; and (2) propose models for providing information services. Forty students of the Rural Physician Associate Program (RPAP) and 34 hospital libraries in the geographical area responded to questionnaires. Student information requests for Bio-Medical Library searches increased from Bio-Medical Library searches increased from 1974 to 1977. Patient care problems and faculty visits were primary purposes for requesting infor

mation. Disease-related information was most frequently requested, and recent journal publica-tions were frequently used. Based on published standards, half of the libraries did not provide information services for students; journal collec-tions were poor and interlibrary loan services not available. However, five libraries provided all recommended services. Based on evaluation and cost analysis of RPAP library services two information models were proposed: the learning center and library consortium. Further exploration included access to a minicomputer system and computer assisted instruction. The appen-dices include data analysis, questionnaires, pro-gram descriptions, and references. (Author/KP)

ED 146 938 IR 005 417 ED 146 938

Brindle, Elizabeth A. And Others
A Prototype Gerontological Information Program.

Spons Agency—Administration on Aging (DHEW), Washington, D.C. National

(DHEW), Washington Clearinghouse on Aging. Pub Date 77

Grant-90-A-1054/01

Grant—90-A-1054/01
Note—27p.; Paper presented at the Gerontological Society Annual Meeting (San Francisco,
California, 1977); Tables may reproduce
poorly due to print quality of original
EDRS Price MF-\$0.83 HC-\$2.06 Pius Postage.
Descriptors—*Agencies, Course Descriptions,
"Gerontology, Graduate Study, Information
Dissemination, *Information Needs, Information Science. Information Services. tion Science, Information Services,

*Information Systems, *Needs Assessment,
Older Adults, *Program Descriptions
Identifiers—*Gerontological Information Pro-Information Services, ems, *Needs Assessment,

gram, Gerontological Information System, New York (Onondaga County)
This paper describes research on the kinds of information needed by individuals in human service delivery and older persons' organizations. The Gerontological Information Program (GRIP) uses an integrated approach to gerontological in-formation: research, systems development, and education. An information needs assessment questionnaire survey of 65 administrators and service providers in community agencies and or-ganizations that deal with the elderly in Ononganizations that deal with the elderly in Onon-daga County, New York, shows that topical areas of information need vary between organizations, indicating that the current literature of many disciplines and professions needs to be searched for the purposes of GRIP. Based on the needs study and consultation with members of the gerontology community, the Gerontological Infor-mation System (GRIS) has developed two kinds of information services: current awareness service in the form of a newsletter, and on-demand inforation searches conducted using computerized nation searches conducted using computerized retrieval systems, area libraries, and special collections. A graduate course which is an integral part of the program is described. Tables depicting questionnaire results and a bibliography are attached. (Author/KP)

ED 146 939 IR 005 418 Herlig, Richard K.
The Tenth National Dissemination Conference. A Report. Jouncil of Chief State School Officers, Washing-

pons Agency—National Inst. of Education (DHEW), Washington, D.C. Pub Date Jun 77 Grant-400-76-0075

Note—21p.; For related documents, see IR 005 419, ED 143 334-335 and 308 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—*Administrative Principles, Conference Reports, Conferences, *Information Dissemination, *Information Networks, *National Programs, *State of the Art Reviews Identifiers—*Educational Information Centers, National Dissemination Conference This report on the Tenth National Dissemination Conference of 1977 outlines the purposes of the conference and summarizes the present state

tion Conference of 1977 outlines the purposes of the conference and summarizes the present state of educational information dissemination. National programs are described, including the National Institute of Education State Capacity Building Program, the National Diffusion Network, the Dissemination Analysis Group, The Research and Development Exchange, the Research and Development Utilization Program, and the National Dissemination Leadership Project. The report includes an overview of presentations on dissemination programs institutionalized within their state agencies. The full text of "Statement of

Agreement by Professionals in the Field of Educational Dissemination at the June 1977 Dissemination Forum" is appended. (KP)

ED 146 940

Herlig, Richard K.
Tenth National Dissemination Conference. Evalua-tion Summary.
Council of Chief State School Officers, Washing-

ton, D.C.

ton, D.C. Spors Agency—National Inst. of Education (DHEW), Washington, D.C. Pub Date Jun 77 Grant—400-76-0075

ote-11p.; ; For related documents, see IR 005 418, ED 143 334-335 and 308

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—*Conferences, Education,
*Information Dissemination, National Programs, *Questionnaires, *Summative Evaluation

tion
Identifiers—*Educational Information Centers,
National Dissemination Conference
This paper summarizes participant evaluation
of the 1977 Tenth National Dissemination Conference. Responses to a questionnaire evaluation form are analysed with respect to how well the conference fulfilled its stated purposes, program attendance, time, understanding of the scope of the National Dissemination Leadership Project, and extent of understanding of the dissemination programs described. The questionnaire with response tally is attached. (KP)

ED 146 941 An Instructor's Handbook for the Development of a Basic Course in Gerontology.

Syracuse Univ., N.Y.

Spons Agency—New York State Office for the Aging, Albany. Pub Date Nov 75

Note—241p.; Second Printing, 1977 EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.

Descriptors—Adult Development, Adult Education, Community Programs, *Curriculum Guides, *Gerontology, Health Needs, Instructional Staff, Teaching Models

This handbook has been designed to allow organizations and institutions to develop a basic course in gerontology relative to their own individual needs. Intended to provide a method and wide variety of materials from which to select wide variety of materials from which to select a wide variety of materials from winter to see each of the control status, work status, professional interest, and ex-pertise. The settings in which instruction would be provided are also very diverse, including twobe provided are also very diverse, including two-year colleges, four-year colleges, professional training programs, inservice training in or relating to community based programs for the elderly, continuing education and extension programs and, possibly, public television. In addition, the instructors delivering the course differ widely in background, training, and teaching experience. Encompassing a far broader range of content and methods than could ordinarily be used by an in-structor in a single course or learning sequence, the materials presented are diverse and flexible enough to allow the instructor to select the obiccenough to allow the instructor to select the objectives, content, methods, and resources best suited to his teaching style and the needs and interests of his learning audience. (Author)

ED 146 942 IR 005 421

Irby, Alice J.

Management Needs for Computer Support.

College and Univ. Systems Exchange, Boulder,

Colo.

Pub Date Dec 76

Note—17p.; For related documents, see IR 004 737 and IR 005 422-432

737 and IR 005 422-432
Available from—This paper is available from EDRS in the complete proceedings, The Managerial Revolution in Higher Education:
The Role of Information Systems, IR 004 737; it is also available at the cost of reproduction from the College and University Systems Exchange, 737 Twenty-Ninth Street, Boulder, Colorado 80303

Dreument Not Available from EDES

Document Not Available from EDRS.
Descriptors—Administrative

Personnel, *Administrator Attitudes, Computer Oriented Programs, Computer Science, Data Processing, Higher Education, *Information Needs, Information Services, *Management Information Systems, *University Administration University management has many and varied

needs for effective computer services in support of their processing and information functions. The challenge for the computer center managers is to better understand these needs and assist in the development of effective and timely solutions. Management needs can range from accounting and payroll to university development and alumni relations, to admissions, registration, and public policy. The information necessary to meet these policy. The information necessary to meet these needs must be extensive, accurate, and timely. Because each top level manager in the university will have different requirements for information, a computer center will experience some conflict in satisfying those needs. Resources may be spread too thinly or jurisdiction may be over-extended, resulting in inadequate service. Frequently top managers do not see the relationship between data they want and the time Frequently top managers do not see the relationship between data they want and the time requirements and accuracy of input into the computer system. Some may be suspicious of or feel threatened by computers, while others believe technology will save the world. To overcome the problems, the functions that top management and data processing perform should be delineated and each should develop an awareness of the environment and a sensitivity to the needs and requirements of the other. Four specific suggestions are: (1) recognize the elements required for change, (2) recognize the elements of stability, (3) organize in order to be responsive, and (4) keep in perspective the entire process of production, not simply the computer center. (DAG) perspective the entire process of production, not simply the computer center. (DAG)

ED 146 943

IR 005 422

Baughman, George W.

Management Involvement in the Ohio Board of Regents' Uniform Information System: A Case

College and Univ. Systems Exchange, Boulder, Colo.

Pub Date Dec 76

Note-13p.; For related documents, see IR 004 737 and IR 005 421-432

737 and IR 005 421-432
Available from—This paper is available from EDRS in the complete proceedings, The Managerial Revolution in Higher Education: The Role of Information Systems, IR 004 737; it is also available at the cost of reproduction from the College and University Systems Exchange, 737 Twenty-Ninth Street, Boulder, Colorado 80303
Document Not Available from EDPS

Document Not Available from EDRS.

Descriptors—Administrative Policy, Administra-tive Principles, *Administrator Guides, *Case Studies, Data Processing, Higher Education, *Information Systems, *University Administra-

tion Identifiers—National Center for Higher Educ Management Systems, Ohio Board of Regents, "Participative Management This paper discusses the guidelines applied by the Ohio Board of Regents (OBR) for executive involvement in the development and implementation of information systems. It is a case study of how the OBR successfully designed, installed, and used an information system based on six guidelines developed in "Administrative Data Processing: The Case for Executive Management Involvement" from the National Center for Higher Education Management Systems, 1975. Incoessing: Inc Case for Executive Management Involvement" from the National Center for Higher Education Management Systems, 1975. These guidelines advocate (1) distinguishing between the substance of the decision process and the logistics/technology of systems, (2) reorganizing administrative structures to reflect function, (3) using the information system in the long range planning process and budgetary and allocation systems, (4) recognizing realistically the costs, the benefits, and the time needed for development, (5) creating wide-scale involvement at all levels and in all relevant departments, and (6) creating an environment for administrative units that promotes mutual interdependence rather than self sufficiency. Several exhibits provide examples of the output of such an information system. (DAG)

ED 146 944 IR 005 423

Glasscock, David G. McKeown, Mary P.
Participative Management: Its Place in Effectively
Planning and Allocating an Institution's Data
Processing Resources.
College and Univ. Systems Exchange, Boulder,
Colo.

Pub Date Dec 76 Note-13p.; For related documents, see IR 004 737 and IR 005 421-432 Available from—This paper is available from EDRS in the complete proceedings, The Managerial Revolution in Higher Education: The Role of Information Systems, IR 004 737; it is also available at the cost of reproduction from the College and University. from the College and University Systems Exchange, 737 Twenty-Ninth Street, Boulder,

from the Council and the Council and the Council and the Colorado 80303

Document Not Available from EDRS.
Descriptors—Case Studies, Computer Oriented Programs, *Data Processing, Decision Making, Educational Administration, Educational Planning, *Facility Case Studies, Management Information Systems, Resource Allocations, *University Administration Identifiers—*Participative Management with decisions on how to most efficiently with decisions on how to most efficiently a management and areas, **Identifiers**

Faced with decisions on how to most efficiently and effectively store and process information in a variety of administrative and educational areas, the educational manager is hindered by a lack of relevant literature. This paper suggests that the theory of participative management can be used to reach effective decisions in planning and allocating resources for data processing. Case studies of the use of participative management in making decisions related to data processing installations and management within a university environment are presented in this paper. Hints for applying this technique are given to assist other educational administrators in the effective allocation of scarce institutional resources for data processing. (Author/DAG) data processing. (Author/DAG)

ED 146 945 IR 005 424

Parden, Robert J.
Rationalizing Management Information System
Costs. College and Univ. Systems Exchange, Boulder, Colo.

Pub Date Dec 76

Pub Date Dec 76

Note—19p.; For related documents, see IR 004
737 and IR 005 421-432

Available from—This paper is available from
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Managerial Revolution in Higher Education:
The Role of Information Systems, IR 004 737;
it is also available at the cost of reproduction
from the College and University Systems
Exchange, 737 Twenty-Ninth Street, Boulder,
Colorado 80303

Document Not Available from EDBS

Document Not Available from EDRS.

Descriptors—Computer Oriented Programs, Cost
Effectiveness, *Decision Making, Higher Education, Information Utilization, *Management Information Systems, Resource Allocations,

*University Administration

This paper examines the proposition that anagement information systems (MIS) for colmanagement information systems (MIS) for col-leges and universities are not achieving the original objectives of supporting better manage-ment decisions by providing more and better in-formation in a more timely manner. As a con-sequence, the MIS activity should be reduced in sequence, the MIS activity should be reduced in scope, and standardized to achieve lower costs. The resources that are released can better be used to sustain institutional viability. The basic theses set forth are: (1) MIS is a good idea, but ahead of its time; (2) MIS was a solution for a little understood problem; (3) colleges and universities are not time-dependent like business; (4) "better management" should not be confused with policy decisions; (5) MIS was a help for with policy decisions; (5) MIS was a help for yesterday's centralized planning; (6) information collected and stored has no value unless used; (7) it's never too late for a comprehensive organiza-tional analysis; (8) standardization of common operating procedures on a national basis is one route to lower campus information costs; (9) whether orderly or chaotic, retrenchment will occur. (Author) occur. (Author)

ED 146 946 IR 005 425

Klausner, David The Humanity in Management Informati

Systems.
College and Univ. Systems Exchange, Boulder, Colo.
Pub Date Dec 76

ote—21p.; For related documents, see IR 004 737 and IR 005 421-432

737 and IR 005 421-432
Available from—This paper is available from EDRS in the complete proceedings, The Managerial Revolution in Higher Education: The Role of Information Systems, IR 004 737; it is also available at the cost of reproduction from the College and University Systems Exchange, 737 Twenty-Ninth Street, Boulder, Colorado 80303

nt Not Available from EDRS.

Descriptors—Data Processing, Higher Education,

*Humanization, Information Needs,

*Management Information Systems, Staff Role, University Administration, Use Studies entifiers—City University of New York

More emphasis should be placed on "human factors" in the management information systems (MIS). They should be tailored to their users—the administrators, faculty, and students. Easy communication with an information system is a basic processity unit as is the ability to get simple; and munication with an information system is a basic necessity, just as is the ability to get simpler answers to the most complex questions. All levels of the university community should be served by the system, and each level should be able to communicate in a way that is unique to its need. The complete MIS must be prepared to change; to shrink as well as grow to meet the needs of the changing university environment. An example of such a system at the City University of New York is presented. (Author) is presented. (Author)

ED 146 947 IR 005 426

Aherne, Michael P. Navarro, Joseph J.
Cost Reduction in University Information Systems:
The Opportunities and the Pitfalls.
College and Univ. Systems Exchange, Boulder,
Colo.

Pub Date Dec 76

ote-23p.; For related documents, see IR 004 737 and IR 005 421-432

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Managerial Revolution in Higher Education:
The Role of Information Systems, IR 004 737;
it is also available at the cost of reproduction it is also available at the cost of reproduction from the College and University Systems Exchange, 737 Twenty-Ninth Street, Boulder, Colorado 80303

Document Not Available from EDRS.

Descriptors—Computer Oriented Programs, Computers, *Cost Effectiveness, Equipment, Higher Education, *Information Systems, Personnel, *Program Development, *Program Planning, University Administration

Computerized information systems are often in-

Computerized information systems are often in-alled to reduce costs of: (1) system maintenance by requiring fewer man-hours, (2) system enhance by requiring less manpower, (3) mechanical efficiency by doing more per clock-our of time, (4) personnel by substituting machine expenditures, (5) supplies and support services by using microforms or on-line facilities. Frequently, predicted reductions are not realized, and sometimes costs are actually increased. Talented and expensive specialists are usually Talented and expensive specialists are usually required for new equipment maintenance and use. Enhancement savings are diluted, first, by the continuously evolving user operation requirements, and second, by the expanded demand which fills the larger capability of the equipment. Savings through mechanical efficiency are similarly reduced by this increased use. Personnel savings are never outlet realized. Often personnel similarly reduced by this increased use. Personnel are replaced, and at higher salaries, given the increase in equipment sophistication. Finally, supply and service savings often run counter to (1) user requests for hard copy, and (2) an increased intolerance toward downtime. Overcoming these cost problems requires users to be realistic about their functional needs. Three studies are presented that cover cost reduction pro-jects in the areas of system design and develop-ment, teleprocessing, and user operations. (DAG)

ED 146 948

Robinson, Robert J. College and Univ. Systems Exchange, Boulder, Colo. Pub Date Dec 76

ote—19p.; For related documents, see IR 004 737 and IR 005 421-432

737 and IR 005 421-432

Available from—This paper is available from EDRS in the complete proceedings, The Managerial Revolution in Higher Education: The Role of Information Systems, also available at the cost of reproduction from the College and University Systems Exchange, 737 Twenty-Ninth Street, Boulder, Colorado 80303

Document Not Available from EDRS.
Descriptors—*Data Bases, Data Processing, Higher Education, Information Processing, Information Utilization, *Management Information Systems, *Planning, University Administration

Identifiers—Computer Software
This paper proposes construction of a separate data base environment for university planning in-

formation, distinct from data bases and systems supporting operational functioning and manage-ment. The data base would receive some of its ment. The data base would receive some of its input from the management information systems (MIS)/transactional data bases and systems through a process of "clipping" to develop temporal uniformity and a process of "filtering" to reduce the volume of information and to prepare if for a well took in the planning environment. reduce the volume of information and to prepare it for a useful role in the planning environment. Also proposed is an added concentration in both the MIS/transactional and the planning system environments on non-quantified data. The paper also suggests the need for new software to accommodate establishment of data bases containing both quantitative and non-quantificative information. Major issues concerning archiving of data, the role of "meta-data," or information about the data, processes, and institutional policies are also discussed. (Author)

ED 146 949 IR 005 428

IR 005 428

Bomzer, Herbert W.

Security and Privacy at a Public University.

College and Univ. Systems Exchange, Boulder, Colo.

Pub Date Dec 76

Note—25p.; For related documents, see IR 004 737 and IR 005 421-432

Available from—This paper is available from EDRS in the complete proceedings, The Managerial Revolution in Higher Education: The Role of Information Systems, IR 004 737; it is also available at the cost of reproduction from the College and University Systems Exchange, 737 Twenty-Ninth Street, Boulder, Colorado 80303

Colorado 8/3/03

cocument Not Available from EDRS.
leacriptors—*Administrator Responsibility, Case
Studies, Computer Oriented Programs,
**Confidentiality, Confidential Records, *Data
Bases, Higher Education, *Privacy, *University
Administration Administration

Administration Identifiers—University of Illinois

The data center and the user offices at a public university have a responsibility to maintain security and to protect the privacy of the individuals whose data they process. This persists even though much personal data are accessible in libraries. How to identify "private" data, what security precautions to take to protect these data from being abused, and what are reasonable costs from being abused, and what are reasonable costs and procedures to provide protection, are questions facing administrators responsible for safeguarding information and equipment. The approaches taken by a team at the University of Illinois to answer these questions are described in this page. (Author) this paper. (Author)

IR 005 429 ED 146 950

Muth, Wayne A.

Networking: Evolution of a Computer Network for Higher Education in West Virginia.

College and Univ. Systems Exchange, Boulder, Colo.

Pub Date Dec 76

Note—17p.; For related documents, see IR 004 737 and IR 005 421-432

737 and IR 005 421-432

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The Role of Information Systems, IR 004 737; it is also available at the cost of reproduction from the College and University Systems Exchange, 737 Twenty-Ninth Street, Boulder, Colorado 80303

Document Not Available from EDRS.
Descriptors—Academic Records, *Case Studies, Computer Oriented Programs, Higher Education, *Information Networks, *Information Processing, *Management Information Systems, Telecommunication, University Administration Identifiers.—*West Virginia Network for Educ Telecomputing

Telecomputing
The West Virginia Network for Educational
Telecomputing (WVNET) was formed in March
1975 and provides a full range of academic and 1975 and provides a full range of academic and administrative information processing services to fifteen State supported colleges and universities. This paper briefly reviews the purpose of, rationale for, and configuration of the network. Accomplishments and shortcomings are discussed, as are current efforts toward developing "common administrative applications systems." Certain short range efforts, necessary for surviving the near-term period, appear to hold promise for the longer haul ahead. Finally, it is seen that some particularly attractive opportunities for "distributed" information processing exist. An examination is made of how one might go about turning opportunity into reality over the next several years. (Author)

ED 146 951

IR 005 430

Gardner, Don E.
The "Packaged" Approach to MIS: HEPS vs.
NCHEMS.

college and Univ. Systems Exchange, Boulder, Colo.

Pub Date Dec 76

ote—30p.; For related documents, see IR 004 737 and IR 005 421-432

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Available from—This paper is available from EDRS in the complete proceedings, The Managerial Revolution in Higher Education:
The Role of Information Systems, IR 004 737; it is also available at the cost of reproduction from the College and University Systems Exchange, 737 Twenty-Ninth Street, Boulder, Colorado 80303

Colorado 80303

Document Not Available from EDRS.

Descriptors—Administrator Role, *Comparative Analysis, Computer Programs, *Higher Education, Information Systems, Input Output, *Management Information Systems, Use Studies

dies

Identifiers—Computer Software, *Higher Education Planning System, *National Center for
Higher Educ Management Systems
The dissemination and use of software from the
National Center for Higher Education Management Systems (NCHEMS) has had a definite impact on the development of management information systems in postaccondary education. In
addition to the NCHEMS information system
rorducts a computer software package called addition to the NCHEMS information system products, a computer software package called HEPS (Higher Education Planning System) is also available which provides the same kinds of outputs as the NCHEMS software, as well as reports in areas not covered by NCHEMS. Based on a analysis of documentation and informal interviews with current users of both systems, this terviews with current users of both systems, this paper compares the basic approach of HEPS vs. NCHEMS, outlines some of the basic assumptions underlying the computer programs, compares representative data input requirements and output report formats, and discusses the basic alternatives available to administrators and technicians presented with the availability of two major higher education management information systems (MIS) packages. (Author)

IR 005 431

Roberts, John R.
Trends in Education Data Bases: Present and Future Applications and Capabilities.
College and Univ. Systems Exchange, Boulder,

Pub Date Dec 76

ote—20p.; For related documents, see IR 004 737 and IR 005 422-432

737 and IR 005 422-432
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Managerial Revolution in Higher Education:
The Role of Information Systems, IR 004 737;
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from the College and University Systems
Exchange, 737 Twenty-Ninth Street, Boulder,
Colorado 80303

Colorado 80303

Document Not Avallable from EDRS.

Descriptors—Cataloging, Computer Graphics,
Computer Oriented Programs, "Data Bases,
Educational Resources, Futures (of Society),
"Higher Education, "Information Retrieval, Information Systems, Microfiche, "Use Studies
Identifiers—EDSTAT II, ERIC, National Educa-

Identifiers—EDSTAT II, ERIC, National Education Data Library
This paper discusses the present situation regarding national data bases (particularly, ERIC,
EDSTAT II, and NEDL) in higher education.
Topics include availability of data, methods of
retrieval, and uses made of the retrieved data.
Also discussed are trends which will greatly
enhance the uses of data bases, including: (1) a
computerized cataloging system for classification
of data elements; (2) a modular retrieval system;
(3) increasing reliance on microfiche; and (4)
computer graphics. Some of these techniques
have already been developed; others are still in
the process. (Author/DAG)

ED 146 953

IR 005 432

enepp, Paul L. Management Reporting: An Application for Com-puter Graphics.

College and Univ. Systems Exchange, Boulder, Colo.

Pub Date Dec 76

Note—24p.; For related documents, see IR 004 737 and IR 005 421-431 Available from—This paper is available from EDRS in the complete proceedings, The Managerial Revolution in Higher Education: The Role of Information Systems, IR 004 737; it is also available at the cost of reproduction from College and University Systems Exchange, 737 Twenty-Ninth Street, Boulder, Colorado 80303 80303

t Not Available from EDRS.

scriptors—*Computer Graphics, Data, Decision Making, Higher Education, Information Needs, Information Retrieval, *Management Information Systems, *Systems Development, University Administration

University Administration With increasingly large quantities of management-oriented information being produced for decision-making, administrators are finding that they have insufficient time to adequately review and digest its meaning. This paper discusses the development of a computerized graphics system that will permit nearly all types of management information to be displayed in graphic form. Graphic information is more understandable and Graphic information is more understandable and helps take the drudgery out of the information review process. This paper discusses the motive and approach for systems development along with specific applications for higher education institu-tions. Illustrations of computer displays are included. (Author/DAG)

ED 146 954

ED 140 75Edsall, Shirley
A Study of the Administration, Utilization and
Collection Development Policies of Government
Document Collections in Community College
Libraries Which Have Been Designated as
Depositories.

Council on Library Resources,

ons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date 77

Note—52p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

escriptors— *Community Colleges, *Depository Libraries, *Government Publications, Inter-library Loans, Library Administration, Library ctions, Questionnaires, Tables (Data)

Results of a survey of 51 community college epository libraries are reported. The objectives of the study were to: (1) collect basic data on depositories in community college libraries; (2) ascertain the 'state of the art' in this type of depository with reference to administration, col-lection development, and utilization of these materials; (3) determine whether definite patterns have evolved which are characteristic of commu-nity colleges in these functions; (4) attempt to account for the differences which exist among colleges; and (5) collect information which would be useful for community college depositories for self-study purposes. Recommendations include encouraging more community colleges to become depository libraries. It is also suggested that a program be implemented by the Government Printing Office to promote more communication and greater cooperation among neighboring depositories, with the regional depository taking a more active role in promoting this communication. (AWP)

JC

ED 146 955 erson, George JC 770 480

The Development of an Experiential Approach to Learning in the Community College. Pub Date 76

Note—226p.; Ed.D. Dissertation, Nova University EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.
Descriptors—*Activity Learning, Behavioral Objectives, *Bibliographies, Cognitive Style, Community Colleges, Curriculum Design, *Curriculum Development, *Junior Colleges, Learning Learning Experience, Learning Theories, *Literature Reviews, Student Characteristics, Teacher Role

Identifiers—*Experiential Learning
In order to develop an experiential learning
curriculum for interdisciplinary social sciences
that would take into account the needs and interests of students at Miami-Dade Community College, a review of the literature was undertaken in the following areas: philosophy and experien-tial learning theory; the role of the teacher; stu-

dent characteristics as determinants of learning success; student characteristics important to the experiential instructor; the methods and condiexperiential instructor; the methods and condi-tions of learning preferred by community college students; learning styles and teaching styles; and the use of behavioral objectives, individual in-struction, and evaluation. Principal theorists in-cluded were John Dewey, James S. Coleman, R. M. Kolb, and Ron Stradsklev. Student characteristics were drawn from Miami-Dade institutional research. A proposed model for classroom teaching and evaluation concludes the study. An extensive bibliography and the proposed objectives and learning activities for an interdisciplinary social sciences course are appended. (RT)

ED 146 956 JC 770 511

West Valley College Comprehensive Plan for Special Education, 1977-1978.
West Valley Coll., Saratoga, Calif.
Pub Date [77]

Note—71p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Communication Skills, Community
Descriptors—Communication Programs, Females, escriptors—Communication Skills, Communicy Colleges, Developmental Programs, Females,
*Handicapped Students, Inservice Teacher Education, *Junior Colleges, Learning Disabilities, *Master Plans, Needs Assessment, Objectives, Physically Handicapped, Program Costs, *Program Descriptions, Program Evaluation, *Special Education, Student Personnel Services The West Valley Community College District

The West Valley Community College District has developed a comprehensive plan for providing special programs and services for its students with communication, learning, and physical disabilities. This document discusses the needs as ments and other preliminary work that went into developing the plan and describes the objectives, functions, costs, and methods of evaluating each of the special programs and services offered in 1977-78. It also discusses the methods of coordinating resources and describes an in-service training program designed to provide continuous technical training for the special education staff and to alter attitudes within the general college community. The programs and services offered in 1977-78 include: programs in 1977-78 include: programs in speech/hearing/language skills and reading/writing skills, adaptive physical education, enabler services, learning efficiency assistance, counseling and financial aid, health services, tutorial services.

vices, and a re-entry program for women. (DC) ED 146 957 JC 770 535 General Education Proposal, Miami-Dade Community College.
Miami-Dade Community Coll., Fla.

Pub Date 1 Nov 77

-26p.; For a related document, see ED 128

052 EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—Associate Degrees, Basic Skills, Community Colleges, *Core Courses, Core Curriculum, *Curriculum Design, *Degree Requirements, Developmental Programs, Edu-cational Objectives, *General Education, Inter-

cational Objectives, "Oeneral Education, Inter-disciplinary Approach, "Junior Colleges Goals and requirements for general education at Miami-Dade Community College are outlined in this proposal of the college's General Educa-tion Committee. Twenty-six goals of general edu-cation are presented in six categories. Evudament cation are presented in six categories: Fundamen-tal Skills, The Individual, The Individual and the Future, The Individual and Other Persons and Groups, The Individual and Society, and The Individual and Natural Phenomena. Proposed requirements for the Associate of Arts, Associate of Science, and Associate of General Studies degrees include core courses in five areas--Communications, Humanities, Social Environment Natural Environment, and The Individual (Psychological and Physical Development). For each course, intended as multi-disciplinary courses to be developed by college-wide faculty teams, a rationale and a list of the specific goals it would meet are presented. Recommendations for the development, objectives, teaching/learning support services, and evaluation of the core cour-ses are included. Additional required and elective general education coursework for each of the asgeneral education coursework for each of the as-sociate degrees is also discussed. Basic to the proposal is a Basic Skills requirement mandating demonstrated proficiency in reading, writing, and computational skills in order to complete a degree program. (LH)

ED 146 958 JC 770 536 Marketing Strategies, 1977-1978.

Prince George's Community Coll., Largo, Md. Pub Date 15 Aug 77 Note—37p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

DING TINE MI-30.83 HC-32.06 Plus Postage. elescriptors—Adult Students, Community Col-leges, Community Services, Delivery Systems, Educational Needs, Educational Strategies, Guides, *Junior Colleges, *Marketing, Models, Needs Assessment, *Outreach Programs, Pro-gram Evaluation, *Publicize, *Student Recruit-

This paper, prepared by a task force comprised of representative faculty members of Prince George's Community College, presents a conceptual outline for a "marketing process" which emphasizes assessing community and individual needs and these providing agricust responsive to needs and then providing services responsive to those needs. The model considers both marketing strategies aimed at subpopulations of prospective students and retention strategies aimed at cur-rently enrolled students. The marketing process is divided into four interrelated stages: (1) service, divided into four interrelated stages: (1) service, which involves the identification of what service and/or programs are provided for whom; (2) promotion, which involves the examination of the promotional message as it is intended and as it is received, and the capability of the college to respond to those acting upon the message; (3) delivery, which identifies and develops instructional modes, selects schedules and locations of instruction, and designs strategies to increase the retention range; and (4) evaluation, involving data gathering and market research which is esential for implementation of the marketing process. Specific strategies derived from application of the process to the college service area, a bibliography, and a Marketing Strategy Proposal Form are included. (KJC)

ED 146 959

JC 770 538

Yorkis, Paul G. Information and Guidelines Manual for Gran and Projects Development at Harford Community College. Harford Community Coll., Bel Air, Md.

Pub Date Nov 77 Note-51n.

Available from-Office of Resource Developm

Available from—Office of Resource Development and Educational Services, Harford Community College, 401 Thomas Run Road, Bel Air, Maryland 21014 (\$2.00)
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Budgets, Check Lists, Community Colleges, Faculty Fellowships, Federal Aid, Foundation Programs, Glossaries, "Grants, "Guides, "Junior Colleges, *Project Applications, Research Proposals
This manual was written for members of the Harford Community College community who engage or are interested in educational, arministragage or are interested in educational, arministra-

gage or are interested in educational, administra-tive, training, and research activities which may be sponsored by external public agencies, founda-tions, corporations, and other institutions. The manual describes the main items that should be manual describes the main items that should be included in a project proposal or application, college procedures for approval and submission of a proposal to a prospective sponsor, services and assistance available from the college Office of Resource Development and Educational Services related to grants and projects, administrative procedures for sponsored projects and programs, and general information pertaining to compensation direct and indirect costs, cost-sharing and direct and indirect costs, cost-shari other subjects relevant to externally funded ac-tivities. The appendices include a checklist for proposal preparation, a sample proposal title page and budget, a checklist for proposal budget items, a sample form for internal approval for external funding, a sample certification form for the protection of human subjects, a glossary of terms used in the resource development and a list of acronyms and abbreviations used in resource development. (Author/KJC)

ED 146 960 146 960 JC 770 544 ormation About New Mexico Two-Year Col-

leges].
New Mexico State Board of Educational Finance,

Pub Date 77

EDRS Price MF-\$0.83 HC-\$2.06 Plus Posta

EDRS Price MF-80.83 HC-\$2.06 Plus Postage. Descriptors—Adult Programs, Budgets, Community Colleges, "Educational Finance, Enrollment, Expenditures, Federal Aid, Financial Support, Income, "Junior Colleges, "State Legislation, "Statistical Data, Tax Allocation, Tax Support, "Teacher Salaries, Vocational Education, "Vocational Schools

Identifiers-*New Mexico

In a collection of statistical summaries, the following information regarding New Mexico two-year colleges is presented for each institution: (1) 1977-78 average full-time faculty salaries; (2) 1977-78 average full-time faculty salaries; (2) 1975-76 unrestricted expenditures for instruction, academic support, student services, institutional support, and plant operation; (3) local district tax support; (4) unrestricted revenues including tuition and fees, State funding, local taxes, Federal grants and contracts, and other sources; (5) a grants and contracts, and other sources; (5) a compilation of State appropriations for 1977-78 for all New Mexico higher education institutions; (6) the higher education portion of the "Christmas Tree Bill"; (7) a list of bills which passed and of those which failed to pass the legislature, including memorials passed; (8) vocational programs offered throughout the state with indications of prerequisite educational levels and/or age requirements; (9) expenditures and and/or age requirements; (9) expenditures and enrollment summaries with percent of budget comparisons between 1973-74 and 1977-78; and (10) full-time equivalent enrollment comparisons between 1975-76 and 1976-77, including academic and vocational enrollment totals. In addition to institutional establishes dition to institutional statistics, state-wide summaries are given where appropriate. (RT)

ED 146 961 First Year Graduate Data Summary-1975-76 Graduates. Tex-SIS FOLLOW-UP; Postseconda-Granusses. 12x-SLS FULLIOW-UP; Postsecondary Student Follow-up Management Information System. Monograph 6.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date Aug 77

Note 660

Note—60p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Degrees, Communication Degrees

DRS FIRE MF 20.33 IC 25.55 Plas Posage.
escriptors—*Associate Degrees, Community
Colleges, Employment Patterns, Followup Studies, *Graduate Surveys, *Junior Colleges,
*Participant Satisfaction, Program Evaluation,
Questionnaires, Salaries, State Surveys, Student
Opinion, Terminal Students, Transfer Students

dentifiers—Texas, Texas Information System,
*Tex SIS Follow-up Services
The Tex-SIS Follow-up system First Year Graduate Survey involved 37 Texas community colleges and resulted in a total of 6,560 questionmatter are consent from institutional survey. res processed from institutional surveys conducted during fall semester 1976. The average response rate was 59%. Following a section response rate was 59%. Polsowing a section presenting the study highlights in graphic form, the monograph presents aggregate statewide questionnaire responses expressed as numbers and percentages and broken into categories of all majors, associate in arts, associate in applied science, and certificate graduates. Survey items include primary educational objectives, employment status, the rating of courses (quality of instruction, grading, content, instructional media, class size), rating of college services (financial aids, counseling, job placement, course advisement, tutoring services, Veterans' services, library services, etc.), college transfer experiences, and employment related items (usefulness of college preparation, salary ranges, job availability in the chosen field). The questionnaire is appended. (KJC) enting the study highlights in graphic form, (KJC)

ED 146 962

JC 770 546

Howlett, Veonne W.
Federally Funded Students Vs. Nonfunded Students: Their Comparative Achievement in Office **Education Class**

Note-83p.; Master's Thesis, Brigham Young

University
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—Academic Ability, "Business Education, Community Colleges, Educationally Disadvantaged, Educational Research, "Federal Aid, Females, "Grade Point Average, Intelligence, "Junior Colleges, State Federal Aid, Student Characteristics, "Student Financial Aid Vocational Rehabilitation." Aid, Vocational Rehabilitation

Aid, Vocational Rehabilitation
Identifiers—Comprehensive Employment and
Training Act, Work Incentive Program
A comparison of the scholastic achievement of
office education students receiving Federal aid
with office education students not receiving
Federal aid was the focus of a study conducted in
three two-year colleges in Utah. The Shipley Institute of Living Scale was administered in fall
1975 to all students (n=397) enrolled in typewriting. shorthand. accounting, and business ing, shorthand, accounting, and business machines classes at the three colleges. In June, 1976 the grade point average (GPA) of each student was computed in all completed classes. Eighty funded students were identified through a record search, and 80 nonfunded students were selected at random from the test population for comparative analysis. Demographic data collected from the sample groups revealed that the funded students tended to be older, to be or have been married, and to have more dependent children. Both groups were predominantly female. No significant differences were found between the two groups in mental ability or amount of prior work experience. Funded students had a significantly lower GPA at two colleges, but were significantly experience. Funded students had a significantly lower GPA at two colleges, but were significantly higher at the third (2.3 versus 2.0). As a total group, however, funded students achieved as well as nonfunded students. Variable data for individual participants in each group, the demographic questionnaire, and the statistical formulas used are appended. (RT)

ED 146 963 JC 770 547 ED 140 2006
Brown, Donald E.
Planning an Effective Math Lab.
Alvin Community Coll., Tex.
Pub Date [75]

Note—23p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Community Colleges, Counseling.
Curriculum Design, Diagnostic Tests, "Guides,
Instructional Media, "Junior Colleges,
"Learning Laboratories, Peer Teaching, Professional Personnel, "Remedial Mathematics
In order for a remedial or supplemental mathematics laboratory program to be successful, several important elements must be present. Administrative support of the philosophy of the lab is essential before a sufficiently flexible budget will be provided. Student oriented personnel are the single most important factor in the success of the math lab. Positions usually should include instructors, lab supervisor, peer tutors and clerical structors, lab supervisor, peer tutors and clerical help. Effective curriculum design is determined by the type of program and the needs of students. Placement tests such as the mathematical portion of the CAT (California Achievement Test) can of the CAI (California Achievement Test) can be used to screen and place enrolling students. Post-evaluation tests and testing for subject matter retention are essential to determine whether the objectives of the lab are met. Flexi-bility in design and equipment in the lab will ena-ble the utilization of various types of media as opposed to being restricted to a particular type of software. One of the most prevalent deficiencies noted in math labs is the absence of professional counseling; many learning problems not instructionally related can be more effectively dealt with the other professional and unsertional tionany related can be more effectively deart with through professional and vocational counseling. Motivational devices, such as mathematically re-lated games, will stimulate interest and coun-teract negative attitudes which remedial labs sometimes create. (KJC)

ED 146 964 JC 770 548

Marsee, Stuart E.
The State of Higher Education-1976.
El Camino Coll., Torrance, Calif.
Pub Date Sep 76

Pub Date Sep 76

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Democratic Values, *Educational Benefits, Educational Opportunities, Higher Education, *Negative Attitudes, *Post Secondary Education, *Public Opinion, Social Mobility, Social Values

Lax grading standards, declining test scores, opposition to collective bargaining legislation, the trend toward job-related majors, the end of the open admissions policy at the City University of New York—these and other issues recently appearing in the news media reflect a loss of public confidence in the value of higher education. This loss of confidence constitutes a break with the most fundamental of American values, the belief in the path of upward mobility through educamost tuncamental of American values, the belief in the path of upward mobility through education. Young people have been sold the idea that the value of higher education is principally an economic one. They need an explanation of the true values of the education experience: higher intellectual development, occupational and true values of the education experience: higher intellectual development, occupational and professional training, the development of research capability and objective inquiry, and the cultivation of the questioning mind and a breadth of spirit. Educators cannot be complacent as confidence in universal education declines and access to higher education diminishes. They must retain and regenerate their beliefs in their own abilities as educators and earned against weaknesses in the as educators, and guard against weaknesses in the profession that give legitimate cause to questions about its professionalism. (RT)

ED 146 965 JC 770 549

Brossman, Sidney W.
The California Dream: Tuition-Free Higher Education at the Crossroads.
Pub Date 12 Dec 77

Note—11p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. DRS Price MF-\$0.83 HC-\$1.67 Plus Postage. escriptors—Adult Students, Community Colleges, Educational Economics, "Educational Finance, Educational Policy, "Enrollment Influences, Fees, "Financial Policy, Financial Support, "Junior Colleges, Part Time Students, State Aid, State Legislation, Student Financial Aid, "Tuition lentifiers—"California

Identifiers—"California

The California community colleges represent
one of the few remaining tuition-free postsecondary systems, a position strengthened by recent
legislation establishing a no-fee policy for all
credit classes and removing the 21-year-old
"defined adult" State funding limitation. Today's
community college students average 25 years of
age, most are married and working, with incomes
in the lower and middle economic groups and in the lower and middle economic groups, and two-thirds enroll part-time. That tuition/fee im-position results directly in restricted opportunities for higher education is illustrated in studies by the First National Bank of New York, the Bureau of Labor Statistics, the American Council on Education, Stanford Research Institute, and the Educational Testing Service veterans' study. The University of Wisconsin lowered tuition at two of its two-year centers with resultant enrollment increases of 47% and 23%, illustrating the relationship of tuition and enrollment. Arguments for in-creasing tuition while also increasing student aid creasing tutton while also increasing student aid ignore evidence that the need is greater than available funds, that only the poor benefit, and that funds are subject to political pressure. Also, aid programs are not designed for today's older, part-time students. For them and a healthy comnunity college system, the only financing s is the continuation of a tuition-free policy. (RT)

ED 146 966

JC 770 550

Stine, Vance
Academic Performance of L.A.C.C. Transfers to
California State University at Los Angeles,
1976-77. Research Study 77-12.
Los Angeles City Coll., Calif.
Pub Date Dec 77

Note-14p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Pos EDRS Price MF-50.83 HC-51.67 Plus Postage.
Descriptors—*Academic Achievement, *College
Majors, Community Colleges, Grade Point
Average, *Junior Colleges, State Colleges,
*State Universities, *Transfer Students
Identifiers—California State University Los An-

Academic performance of Los Angeles City College (LACC) transfers to California State College (LAČC) transfers to California State University at Los Angeles (CSULA) in 1976-77 was assessed by examining first quarter grade reports of all 667 students. Of these, 552 or 83% completed some work, with 50% entering in fall, 17% in winter, 19% in spring, and 13% in summer. The grade point average (GPA) for all 552 was 2.49 on a 4.0 scale, 0.11 points below the junior college average of 2.60. A 3.0 average or better was earned by 37%, while 19% fell below 2.0. A major in the School of Letters and Science was selected by 29%, with 25% choosing Business and Economics, 27% Fine Arts, 3% Engineering, and 15% undecided. Fine arts majors Business and Economics, 27% Fine Arts, 3% Engineering, and 15% undecided. Fine arts majors acmed the highest GPA at 2.64, with business majors achieving the lowest at 2.32. Of 1,443 grades earned, 53% were A or B, and 14% D or F. Highest averages (3.0+) were achieved in physical education, music, recreation, Chicano studies, Spanish, and art. Since 1957, GPA's for new LACC transfers to CSULA have ranged from 2.36 to 2.60, with a differential between CSULA and LACC grades of -0.13 to +0.21. While grades have remained fairly constant, the number of transfer students has declined over the last five years. (Author/RT) last five years. (Author/RT)

ED 146 967 JC 770 551

New Roles for Occupational Instructors.

Community Coll. of the Air Force, Lackland AFB, Tex

Pub Date 26 May 77

Note—12p.; Paper presented at the Texas Post-Secondary Office Occupations Workshop, May 26, 1977 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Advanced Systems, Community Colleges, *Computer Assisted Instruction, Edu-cational Technology, Individualized Instruction,

Colleges, *Computer Assisted Instruction, Educational Technology, Individualized Instruction, *Instructional Systems, *Junior Colleges, Models, Programed Instruction, *Teacher Role, *Technical Education
Identifiers—Computer Managed Instruction
Changes in the future role of occupational instructors which will be brought about by advances in educational technology are illustrated by the description of the Advanced Instructional System (AIS), a complex approach to occupational training which permits large-scale application of individualized instruction through the use of computer-assisted and computer-managed instruction. Currently being tested at Lowry Air Force Base, Colorado, the system does the following: (1) maintains a file of student characteristics, aptitude scores, indexes of reading ability, educational background, and other selected data; (2) selects the best media mix for each student and presents the course material; (3) records student responses and maintains a running progress record; (4) develops and administers lesson prescriptions, tests, and remedial diagnostic training; (5) predicts the student completion date; and (6) evaluates and revises the course materials. The effect of the AIS on the instructor is to change his role from lecturer/testor to training guidance counselor and the course materials. The effect of the AIS on the instructor is to change his role from lecturer/testor to training guidance counselor and advisor to students, a role demanding full cognizance of all areas covered by the training program and the technical capabilities required to produce high-quality revisions to the computermanaged training materials as course content changes due to improvements or technological advances. (RT)

ED 146 968 ompilation of Statistical Data Concerning the Community Colleges of the State University of New York.

Pub Date Nov 77

Note—57p.; Some tables may reproduce poorly due to small size of type
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Personnel, Capital Outlay (for Fixed Assets), Collective Bargaining, College Faculty, College Libraries, Community Colleges, Dropout Rate, *Educational Finance, *Enrollment, Enrollment Trends, *Junior Colleges, *Personnel Data, Salaries, *School Statistics, Student Characteristics, Student Machility, Student Characteristics, Student Machility, Student Tester, Paties, Tables dent Mobility, Student Teacher Ratio, Tables (Data), Tuition Identifiers—*New York, State University of New

These data are derived from reports received from each of the thirty community colleges of the State University of New York. Total system enrollment statistics are presented by credit course enrollments for 1948-76, by age and sex for 1975, by student residence locations for 1959-75, and for transfer credit students for 1969-75. Enrollment statistics for individual colleges presented by credit course enrollments for fall 1976; for full-time equivalent students for 1975/76; by program level, sex and racial/ethnic group for 1976; by student residence locations for 1975; for transfer credit students for 1975; and for full-time and part-time students for fall 1976. Other statistics include family income of students for 1974/75, attrition and retention rates, and student/faculty ratio for 1974-76. Budgetary information includes revenue by rce and expenditures by function for 1975/76, source and expenditures by function for 1975/76, total capital expenditures, administrative salaries, faculty ranks and salaries, fund raising results for 1976, and tuition and charge-back rates. In addition, library collection data for 1974/75 and numbers of employees in 1976 are given. Names of system officers, board of trustee members, and college addresses with names of the president and board chairman complete the document. (RT)

95 JC 770 553

Articulation of Competency Based Education for Nursing, Final Report, 1974-75. Mount Hood Community Coll., Gresham, Oreg. Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washing-ten D.C. n, D.C.

Pub Date [75]
Note—310p.; Figures 5.1 and 5.2 have been deleted due to poor reproducibility. Occasional light type EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—Admission Criteria, Behavioral Objectives, Community Colleges, Competitive Selection, "Curriculum Design, Curriculum Development, Dropouts, Evaluation Criteria, Followup Studies, Graduates, Health Occupations, "Instructional Design, Instructional Materials, "Junior Colleges, "Nursing, "Performance Based Education, Practical Nurses, Questionnaires, Student Evaluation This project sought to develop a competency based curriculum for Associate Degree Nursing that would be a logical outgrowth of the principles on which student performance outcomes and measurable exit criteria were based. The report includes the products, processes, and evaluation of each of the following moniect objectives:

measurable exit criteria were based. The report includes the products, processes, and evaluation of each of the following project objectives: identification of the conceptual logic of nursing as an applied science; the development of instructional logic; the identification of alternative intional logic; the identification of alternative instructional materials for reaching performance outcomes; the development of behavioral entry criteria for learners; coordination of entry and exit criteria with college admissions policies; refinement of exit criteria; follow-up of graduates and dropouts; and continued refinement of learner competencies. In addition, extensive appendices include sample learning packets, student evaluation criteria for personalization of patient care, criteria for aide and licensed practical nurse performance, samples of course syllabi, identification of critical elements by nursing care area, daily behavior chart and computer forms, a course outline for competency based education, and letters and questionnaires pertaining to gradcourse outline for competency based education, and letters and questionnaires pertaining to grad-uates, dropouts, work supervisors, and head-nurse administrators. (RT)

95 JC 770 554 Baker, Curis O. Wells, Agnes Q.

Associate Degrees and Other Formal Awards

Below the Baccalaureste, 1974-75. Summary

National Center for Education Statistics (DHEW), Washington, D.C. Report No—NCES-77-327 Pub Date 77

Note-50p.; Not available in hard copy due to

small size of type
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D. C. 20402 (Stock Number 017-080-01704-1, \$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—"Associate Degrees, Community Colleges, "Educational Certificates, Engineering Technology, Females, General Education, Job Training, Junior Colleges, Males, Program Length, Statistical Data, "Tables (Data), Technical Education, "Vocational Education Identifiers-Higher Education General Info

Identifiers—Higner Education General Internation Survey
Data from the annual Higher Education General Information Survey (HEGIS) on associate degrees and other formal awards below the baccalaureate level in institutions of higher education in the United States are presented. Completions of organized occupational curriculums in a variety of technologies normally offered in two-vear colleciate programs designed to lums in a variety of technologies normally offered in two-year collegiate programs designed to prepare students for immediate employment in a specific occupation or cluster of occupations are emphasized. Survey purpose, organization and methodology are discussed with two supplemental tables providing comparative data for the years 1970/71-1974/75. The bulk of the document is taken up by thirteen detailed tables disclaims the taken up by thirteen detailed tables displaying the data by length of curriculum, type of credit (creditable or not creditable toward a bachelor's degree), institutional control and type, sex of recipient, state, type of curriculum (arts and recipient, state, type of curriculum (arts and science or general programs, science- or engineering-related occupational programs, non-science- and nonengineering-related occupational programs), discipline division and specialty. Appendices present seven of the thirteen tables aggregated on a different methodology as well as a reproduction of part of the survey form. (Author/LH)

ED 146 971 JC 770 555 Program for Youth and Community Studies. Final Report.
aten Island Community Coll., N.Y.; State Univ.

of New York, Stony Brook. Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washing-Pub Date 25 Nov 76

Note—65p.; Appendix I has been deleted due to poor reproducibility EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Community Colleges, Community Services, Extension Education, *Field Ex-perience Programs, Financial Problems, perience Programs, Financial Problems, *Higher Education, *Human Services, *Junior Colleges, *Paraprofessional Personnel, Program Descriptions, Program Evaluation, Social Ser-

The Youth and Community Services Program and Community Services Program was designed for the education of human services professionals and paraprofessionals. Two parallel programs were implemented in 1973-a two-year program at Staten Island Community College and a four-year program at the State University of New York at Stony Brook. At Staten Island, the curriculum involved three components: field work in community institutions; classroom courses in theory, urban institutions. theory, urban institutions, and basic skills development and training; and independent study. The program was offered on-campus and at three officement sites. off-campus sites. This document compiles the final report of the Staten Island program, an rmai report of the Staten Island program, an evaluation of the Staten Island program by an outside evaluator, and the final report of the Stony Brook program. Fiscal and institutional problems in the implementation of non-traditional programs are reviewed and final recommendations are presented. (RT)

ED 146 972 JC 770 556 ED 146 972 95 JC 770 556
An Investigation of the Cost-Benefits and Consumer Outcomes Related to Competency Based
Education In a Community College Nursing
Program. Final Report, 1973-74.
Mount Hood Community Coll., Gresham, Oreg.
Spons Agency—Fund for the Improvement of
Postsecondary Education (DHEW), Washington D.C.

ton, D.C.

Pub Date [74]
Note—382p.; Figures included throughout the text will reproduce poorly due to small size of

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.
Descriptors—Advisory Committees, Behavioral
Objectives, Community Colleges, Computer
Assisted Instruction, *Cost Effectiveness,
Health Occupations Education, *Junior Colleges, *Medical Care Evaluation, Nurses Aides,
*Nursing, Patients (Persons), *Performance
Based Education, Practical Nurses, *Program
Evaluation Outstionning Seef Heilingston EDRS Price MF-\$0.83 HC-\$20.75 Plus Po

Based Education, Practical Nurses, *Program
Evaluation, Questionnaires, Staff Utilization
Three final reports on a competency-based
computer-assisted nursing education program at
Mt. Hood Community College include the following: (1) the examination and refinement of curricular outcomes; (2) cost analysis of the program relative to nursing education, learner
benefits, and effectiveness; and (3) an examination of the relationship between desired natient tion of the relationship between desired patient outcomes and expected curricular outcomes. The first report presents the educational objectives, each followed by evaluation criteria, procedures, and results. Cost analysis includes revenue-expen-ditures generated, full-time equivalent income generated, student/instructor ratios, program cost comparisons with other health programs, faculty comparisons with other health programs, faculty activity analysis, and cost effectiveness vs. cost benefits. The third report explores in depth the responses of a Patient Advisory Committee and a larger patient group relative to desired patient outcomes. Appendices include letters and surveys of the consumer advisory committee, lists of illnesses, lists of specific nursing behaviors, distributions of nursing competencies expensed by the tions of nursing competencies generated by the Patient Advisory Committee, student survey in-struments, and tally sheets used for assessing nursing competencies. (RT)

ED 146 973 JC 770 558 Weiser, Irv

An Analysis of Community Enrollment Patterns and Educational Needs. Research Report 77-04. Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development. Pub Date Nov 77

Note—87p.; District maps may reproduce poorly EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Census Figures, Community Colleges, *Community Involvement, *Community Surveys, Demography, Educational Interest, Educational Planning, Enrollment Influences, Geographic Location, Junior Colleges, Metropolitan Areas, *Junior Colleges, *Multicampus Districts

Aimed at community college administrators, e document presents geographically-based in-

formation on both students enrolled for credit and District residents, as well as community-based information regarding the expressed educational needs and aspirations of residents of the Los Angeles Community College District (LACCD). The information is based upon data extracted from a variety of fall 1976 LACCD community and student surveys. The nine defined geographical areas in the District are treated separately and include a map of the area, information on community participation rates, primary colleges in the area, 1970 Census data, a community analysis, and tables indicating community participation rates, student enrollment particers by nity analysis, and tables indicating community participation rates, student enrollment patterns by community, and community census information. community, and community census information.

An introductory section presents study objectives, recommendations, procedures, data limitations, and major findings, some of which include: District population participation rate equals 3.5%; geographic location appears to be a major factor in determining population participation rates, in that participation rates and distance traveled to campus are inversely related; family income, student age, and outside work do not appear to be related to community participation rates. District related to community participation rates: District residents express strong interest in basic skills and occupational programs. (LH)

The Academic Crossover Report, Community Colleges, Fall 1977.
Hawaii Univ. Honet

Report No—CC-IRP-106 Pub Date Dec 77

Note-17p.; Data pertaining to individual cam-puses has been deleted. Not available in hard puses has been deleted. Not available in hard copy due to marginal legibility of original docu-

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—College Credits, *College Majors, Community Colleges, *Courses, Enrollment, Enrollment Trends, *General Education, Humanities, *Junior Colleges, Liberal Arts Majors, Statistical Surveys, *Vocational Educations

entifiers—Hawaii

Patterns of course distribution by subject areas and of courses taken by various majors are described in this report on Hawaii community colleges. Distribution of courses by educational colleges. Distribution of courses by educations objective indicate that certificate students take 70% of their work in vocational courses, Associate of Arts students take 88% in general education courses, Associate of Science students take sociate of Arts students take 88% in general edu-cation courses, Associate of Science students take 60% in vocational courses, and special and un-classified students take 69% in general education courses. Course-taking patterns by major have remained stable in the past five years and in-dicate that liberal arts majors continue to take the bulk of their work in general education cour-ses (88%), vocational majors continue to take most of their work in vocational education cour-ses (62%), though unclassified students take pro-portionately more Student Semester Hours (SSH) in general education (68%) and less in vocational education (32%) compared to last year. As in the past, liberal arts majors are the largest consumers of general education courses, generating 65% of all SSH's, with vocational majors and unclassified students generating 28% and 5% SSH respective-ly. Vocational students continue to generate the bulk of the vocational SSH's (80%), followed by liberal arts majors and unclassified students (15% and 4% respectively). Tables and graphs are ap-pended. (Author/LH)

ED 146 975 JC 770 560 Cohen, Arthur M. Saving the Human Pub Date Nov 77

Pub Date Nov 77

Note—23p.; Paper presented at the Michigan Community College Arts and Humanities Association Conference (Schoolcraft College, Michigan, November 18-19, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Community Colleges, Curriculum Development, *Enrollment Trends, Humanistic Education, *Humanities, *Junior Colleges, Program Coordination, *Program Development, Teacher Participation, *Teacher Role When will community college humanists recognize that their classrooms are diminished, their courses ignored, and their teaching fields assaulted by advocates of other curriculums, not because the humanities are less **orthy, but because the advocates of career and medical edu-

cation, to name but two, have stepped out of the classroom to take vigorous action? Why should those who advocate the humanities not adopt the slogan, "People need defense against dogma?"
Why should they be reluctant to impose the value Why should they be reluctant to impose the value of an appreciation for the highest forms of man's expression of self through his art, literature, and music? The humanities are in a precarious state in our community colleges, not because they are archaic or unworthy or irrelevant but because the people who should speak for them have not raised their voices. (Author)

ED 146 976 95 JC 770 561
On Your Own-But Not Alone: Life Lab's Approach to Learning.
Miami-Dade Community Coll., Fla.
Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington Dec.

ton, D.C.

Note—214p. Available fromvailable from—Miami-Dade Community College Foundation Life Lab Fund, 11011 S.W. 104th Street, Miami, Florida 33176 (\$4.00 donation

requested)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Pestage.

Descriptors—Community Colleges, *Educational

Alternatives, Experimental Programs,

*Individual Development, Individualized Programs,

*Junior Colleges, Learning Characteristics, Locus of Control, *Program Descriptions, Program Development, Self Actualization, Self Concept, *Student Attitudes, Student

Characteristics, Teacher Attitudes

Life Lab, an alternative educational program

Characteristics, Teacher Attitudes

Life Lab, an alternative educational program stressing self-directed learning at Miami-Dade Community College, is discussed in terms of its development, impact, and student attributes. More than half of the document presents personal histories and opinions of students and staff, alternating with the views of Dr. MacGregor Smith, program founder. An appended document reports five studies covering a wide range of student attributes: (1) Self-Concept Study, Phase II, indicating a significant relationship between length of time in the program and an increase in self-awareness, as measured by the Distribution Score of the Tennessee Self Concept Scale; (2) Demographic Survey, with a 69.13% return rate, showing the typical student to be a middle-aged, white male, married and employed full-time; (3) Learning Style Study, with results from the Learning Style Inventory indicating student and program approaches are consistent; (4) Nowicki-Strickland Study, showing that the program's students do not differ significantly from other community college populations regarding range of locus of control; (5) Educational Attitudes Study, finding students' attitudes to be consistent with the programs in which they were enrolled. (LH) Life Lab, an alternative educational program

ED 146 977

Lippman, Beatrice D. Walfish, Stephen
Life Lab Computer Support System's Manual.

Miami-Dade Community Coll., Fla.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washing-

ton, D.C.

Pub Date [76]

Note—315p. EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—Community Colleges, *Computer Oriented Programs, Computer Programs, *Electronic Data Processing, *Guides, Instructional Materials, *Junior Colleges, School Registration, Staff Utilization, Student Interests, *Student Records

gistration, Staff Utilization, Student Interests,

*Student Records
Step-by-step procedures for utilizing the computer support system of Miami-Dade Community
College's Life Lab program are described for the
following categories: (1) Registration-Student's
Lists and Labels, including three separate computer programs for current listings, next semester
listings, and grade listings; (2) Competence and
Resource Listings, including separate computer
programs for adding and changing entries in the
course guide and the competency-based learning
workbook, learning resources encyclopedia and
audio tape listings; (3) Interest Programs, including five computer programs for generating a student interest questionnaire, student interest listing, legend cards, advisor description cards, and
master listing of advisor interests; (4) Evaluation
Programs, including three computer programs
for, among others, resource evaluation report,
Life Lab feedback survey and staff activities log;
and (5) Utilities Programs Used By Life Lab, in-

cluding four computer programs for address labels, student transcripts, and special message labels. While the computer programs themselves are not included, all procedures for faculty, management and systems staff in compiling and entering data, in running the programs, and in handling output are detailed. Extensive exhibits are included throughout. (LH)

JC 770 563

ED 146 978

Garlock, Jerry C.

An Analysis of WSCH/FTE Over a Three-Year Period, 1974 to 1976.

El Camino Coll., Torrance, Calif.

Report No—OIR-77-18

Pub Date 2 Dec 77

Note—6p.; Table 1 may reproduce poorly

EDRS Price MF-90.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges Faculty Wor-

EDRS Price MF-50.35 HC-51.87 Plus Postage. Descriptors—Community Colleges, Faculty Wor-kload, "Junior Colleges, School Size, "Staff Utilization, "State Surveys, "Student Teacher Ratio, Tables (Data) Identifiers—California, "Weekly Student Contact

Hours
The ratios of Weekly Student Contact Hours
(WSCH) to faculty Full-Time Equivalents (FTE)
for all community colleges in California are
presented. Table 1 ranks WSCH/FTE ratios for
the years 1974 through 1976 and indicates that a
pattern among the community colleges exists in
terms of their highest ratios (statewide mean, 480.1)
cocurring in 1975 and 1976, respectively. Table 2
presents total WSCH, total FTE and WSCH/FTE
for 1976 only, with data indicating that higher presents total WSCH, total FTE and WSCH/FTE for 1976 only, with data indicating that higher WSCH/FTE ratios do not come from very large colleges. A scatter diagram presents this data graphically, and indicates that those colleges having ratios in excess of 507 are from colleges having between 20,000 and 180,000 WSCH. The three colleges in excess of 200,000 WSCH are Long Beach, with a ratio of 448; San Francisco, with a ratio of 507; and El Camino, with a ratio of 507; IH)

ED 146 979 JC 770 564

Garlock, Jerry C.
Sociology 5 Study.
El Camino Coll., Torrance, Calif.
Report No—OIR-77-19
Pub Date 25 Oct 77

Pub Date 25 Cet 77
Note—11p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Academic Achievement, *Academic Standards, Community Colleges, *Courses, Declining Enrollment, Dropout Rate, Educationally Disadvantaged, *Grades (Scholastic), *Junior Colleges, Low Achievers, Sociology, *Student Ability

"Student Ability Identifiers—Prerequisites
In order to deal with the problem of increasing failures and dropouts and the negative impact of large numbers of students lacking basic reading and language skills on instructional activities and materials, the Sociology Department at El Camino College made eligibility for English IA a prerequisite for its Sociology 5 course in fall 1975. This document combines a study of the effects of the prerequisite by the Behavioral Science Division. The data indicate: (1) a decrease in dropout rates, with a 31% rate for 1974, a 4.3% rate for 1975, and a 10.6% rate for 1976; (2) a significant improvement in A, B, and C grades, showing 50.6% in 1974, 76.7% in 1975 and 74.6% in 1976, with D, F, W, and WF grades declining slightly; (3) a significant decline in encollment, with 1974 enrollees numbering 1,396, 1975 enrollees numbering 672, and 1976 enrollees numbering 598. The impact of lower enrollment upon the Sociology department is discussed in terms of reduced teaching opportunities for junior members of the department and the attitudes of other departments toward tightened academic standards. (LH)

ED 146 980

ED 146 980

JC 770 565

Bial, Boris, Jr.
The Views and Values of Harcum Faculty.
Harcum Junior Coll., Bryn Mawr, Pa.
Pub Date Dec 77

Pub Date Dec 77
Note—249.
EDRS Price MF-80.83 HC-\$1.67 Plus Postage.
Descriptors—"Changing Attitudes, "College Faculty, Comparative Analysis, Educational innovation, Effective Teaching, Orading, Inatitutional Research, Job Satisfaction, *Junior Colleges, *Private Colleges, Research Opportuni-

ties, Social Attitudes, Social Values, Surveys, *Teacher Attitudes, Teacher Salaries Identifiers—Conservative Attitudes, Liberal At-

titudes

These five studies compile institutional research on the faculty of Harcum Junior College. Four of the studies compare 1977 responses to those obtained on identical surveys in prior years, thus reflecting faculty attitudinal changes in the 1970's. "Perceptions of "Effective" Teachers" compares ratings of Harcum faculty on 14 teacher effectiveness criteria to those in a study of 264 public school teachers in Delaware. "Bases for Deficiency" Grades Assignments reveals differences in rank-order judgements in reasons for assigning "D" and "NC" grades between 1970 and 1977. "Collective Values and Attitudes" notes substantial shifts in the views of Harcum faculty, staff, and administrators in 1970 Harcum faculty, staff, and administrators in 1970 and 1977 relating to eight areas of contemporary society. "Attitudes Regarding Teaching" analyzes the responses of Harcum faculty in 1967, 1969, and 1977 regarding the greatest sources of teacher satisfaction and discouragement, with a decade of inflation reflected in the "inadequate salary" response of the 1977 group as the greatest source of dissatisfaction. "Innovation Readiness Attitudes" demonstrates that the 1977 Readiness Attitudes demonstrates that the 1977 faculty are more oriented toward traditionalism than their 1970 counterparts, feel conditions are less favorable to instructional research, and feel less adequately prepared to conduct instructional research. (LH)

JC 770 566 Master Contract, July 1977-June 1980.
Mississippi Univ., University. Inst. of Urban Research.

Pub Date 14 Dec 77

Note—116p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Administration, College EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—College Administration, College
Faculty, Community Colleges, *Contracts,
Faculty Evaluation, Faculty Workload, Governing Boards, *Junior Colleges, *Negotiation
Agreements, *Personnel Policy, Teacher Associations, Teacher Salaries
The master contract between the San Joaquin
Delta College Teachers Association/CTA/NEA
and the Board of Trustees of the San Joaquin
Delta Community College District for July 1972

Detta College Teachers Association/CTA/Nea and the Board of Trustees of the San Joaquin Delta Community College District for July 1977 to June 1980 is presented in full. Thirty articles include: Agreement, Recognition, Definitions, Negotiation Procedures, Non-Discrimination, As-sociation Rights, Professional Dues Or Fees And Payroll Deductions, Dispute Settlement Procedures, Leaves, Employee Benefits, Working Conditions, Personnel Files, College Calendar, Holidays, Transfers, Evaluation of Faculty, Working Conditions, Personnel Files, College Calendar, Holidays, Transfers, Evaluation of Faculty, Working Extra Duty Pay, Substituting, Travel, Reduced Service Partial Retirement Plan, Unit Stability, Maintenance of Benefits, Statutory Changes, Miscellaneous Conditions, Public Charges, Rights and Responsibilities, and Savings. Appended material includes salary schedules, personnel benefits, college calendar, extra duty pay, teacher material includes salarly schedules, personnel benefits, college calendar, extra duty pay, teacher units, delineated areas of responsibility in the policy manual and procedures manual, allowable payroll deductions, list of required forms, and travel and mileage policy. (LH)

Strasser, William C.

Across New Thresholds: Changing Dimensions of the Presidency of Montgomery College.

Montgomery Coll., Rockville, Md.

Pub Date 3 Oct 77

Montgomery Coll., ROCKVIIIE, MG.
Pub Date 3 Oct 77
Note—114p.
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—"Administrator Role, Board Administrator Relationship, "Board of Education Role, Chief Administrators, College Administration, College Role, Community Colleges, Governing Boards, Job Analysis, "Junior Colleges, Leadership Responsibility, "Multicampus Districts, "Presidents, Staff Role Identifiers—Montgomery College MD, Participatory Governance In an exploration of the role of the community college president, the economic, management, and public policy and educational dimensions of higher education are first reviewed, followed by an historical sketch of the president's role at Montgomery College, Maryland, in its development from one to three campuses. Next follows an analysis of administrative structures, participatory governance patterns, college external relations.

tions, and board relationships from the pre-sidential perspective. Statements are then evolved describing the roles as they should be at Mont-gomery for the president, the academic vice pre-sident, the administrative vice president, the assistant to the president, and campus deans, along with implications for change in each of these positions. Finally, recommendations are made to the governing board regarding position descriptions and titles under a multi-campus system, the revision of participatory sovernance descriptions and tues under a munit-campus system, the revision of participatory governance systems from college-based to campus-based, the altered role of the board of trustees, student governance maintenance, and the continued use of community advisory groups. The appendices contain a bibliography on the college presidency, listings of interviewees and interview question used in researching the paper, revised position descriptions, a statement of multi-campus management principles, and the 1966-76 Mont-gomery report on college development and ser-vice. (RT)

ED 146 983 JC 770 568 D 146 983 JC 770 508
Career/Goal Patterns Workshop on Changing and Implications (Rochester Institute of Technology, October 16-18, 1977), ochester Inst. of Tech., N.Y.

Pub Date Oct 77

Note-32p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors— Articulation (Program), Career Change, College Admission, *College Coopera-tion, College Credits, Community Colleges, Degree Requirements, Educational Coordination, Educational Counseling, Educational Problems, *Higher Education, *Junior Col-leges, *Transfer Students, Vocational Educa-

Identifiers—Experiential Learning, Reverse
Transfer Students

The 1977 Patterns Workshop focused upon the special problems of those students who change, diust a nd revise their career goals in the middle adjust and revise their career goals in the middle of their college experience. Texts of five speeches given at the conference are presented and include: (1) Articulation In an Anarchical World, keynote address by Dorothy M. Knoell, discussing major areas of difficulty in facilitating student progress from one level to the next, primarily the portability of credit awarded for achievement in other than regulative scheduled, courses; (2) As other than regularly scheduled courses; (2) Articulation Between Community Junior Colleges and the Four-Year Institutions, by Sharon MacLaren, providing an historical perspective on articulation problems and suggestions for lessening them; (3) Other Measures of Expected Competencies, by Richard L. Rinehart, examining different approaches to evaluating the experiences of career change students in terms of the criteria or callege degrees; (4) Communication and In-tercollege Cooperation, by J. Norman Hostetter, discussing information that needs to be made available to transfer students; and (5) Where Is avanable to transfer students, and (3) where is All the Information About Transfers?, by Ernest W. Beals, discussing the Transfer Information Service program. The workshop agenda and a list of participants are provided. (LH)

ED 146 984 JC 770 569

DeBord, Larry W. Williams, Max W.

A Profile of Demographic Characteristics, Occupational and Educational Plans of Vocational Students in Selected Mississippi Junior Colleges.
Mississippi Univ., University. Inst. of Urban Research

Spons Agency—Mississippi Research and Development Center, Jackson. Pub Date Aug 76

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Academic Aspiration, Blacks,

Descriptors—*Academic Aspiration, Blacks, Career Choice, Caucasians, Educational Research, Family Income, *Junior Colleges, Males, Occupational Aspiration, Participant Satisfaction, *Racial Differences, Satisfaction, *Racial Differences, Socioeconomic Background, Student Attitudes, Student Characteristics, Surveys, *Vocational Education, Vocational Interests, Vocational Schools, *Vocational Training Centers

Schools, Vocational Training Centers Identifiers—Mississippi A survey was conducted in spring 1975 of 929 full-time male students enrolled in eight of 20 postsecondary vocational centers in Mississippi Representing 20% of the total state center enrollment, the sample was 35% black and 65% white, with black representation companies to the with black representation comparable to the

population in the geographic areas studied. Findings included the following: (1) auto mechanics, welding, air-conditioning, electrical occupations, and machine shop accounted for 63% of program majors; (2) 19% of students' fathers and 29% of mothers were high school graduates; (3) 69% expected to achieve education beyond vocational training; (4) 48% decided to enter vocational training while in high school; (5) 46% reported no one influenced their educational decision; (6) 92% were satisfied with their tional decision; (6) 92% were satisfied with their programs; (7) 74% would choose to work in Mississippi if a control of the c sissippi if given an opportunity to do so; and (8) 76% of blacks and 46% of whites came from homes with family incomes under \$5,000. Racial differences indicated a higher proportion of blacks (64% vs. 37%) made their vocational education decision while in high school, and they maintain higher total educational expectations, with 53.9% of black students expecting to receive university and/or graduate degrees compared to 32.3% of white students. (Author/RT)

ED 146 985 JC 770 570

Richardson, Richard C., Jr. And Others Governance for the Two-Year College.

Note—252p.; Originally published by Prentice-Hall, Inc., Englewood Cliffs, New Jersey (ISBN-0-13-360677-5). Out of print; Some parts may be marginally legible due to small

EDRS Price MF-\$0.83 HC-\$14.05 Plus Posta

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.
Descriptors—*Administrative Organization, Administrator Role, Chief Administrators, College Administration, College Governing Councils, Community Colleges, "Governance, "Junior Colleges, "Models, Organizational Theories, Student Participation, Teacher Participation Identifiers—"Participatory Governance
This book combines theory and practice to suggest a viable alternative to traditional practices of

gest a viable alternative to traditional practices of college administration and governance-the par-ticipative model which aims at developing cooperative relationships among the members of the college community as opposed to confronta-tion. The structural components of this model include an all-college senate, joint standing committees of the college, and an organization representing each of the three major constituencies of the college (administration, faculty, and students). The book is divided into three sections: (1) The Context, with three chapters discussing the two-year college as a system affected by federal, state, regional, and community political processes; (2) The Theory, with two chapters discussing the nature of human interaction, and discussing the nature of numan interaction, and the traditional bureaucratic model and participative model of an organization; (3) The Organization, with five chapters discussing the chief executive officer, administrative and business serecutive officer, administrative and business services, instructional and student personnel services, the governance process itself, and interaction between administrative and governance structures. It is suggested that through routine use of the participative governance structure a satisfactory degree of congruence between the objectives of the institution and the attitudes of constituencies can be established. An index is provided. (LH)

ED 146 986 JC 770 571

Nelson, Gwen
Cowley County Community College Plan of Ac-

Cowley County Community Coll., Arkansas City, Kans Pub Date 77

-52p.

Note—52p.

Available from—Cowley County Community College, Arkansas City, Kansas 67005 (\$4.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Budgets, College Housing, Community Colleges, *Educational Objectives, Enrollment Projections, Facility Improvement, *Junior Colleges, Management by Objectives, *Master Plans, Population Trends, *Program Development, School Demography, Student Recruitment, *Vocational Schools identifiers—Cowley County Community, College.

Identifiers-Cowley County Community College

The document presents a comprehensive p for developing Cowley County Community Col-lege and Vocational-Technical School into a stronger community institution. It currently has over 1,400 students enrolled in a variety of general, occupational, and continuing education

programs with more than half of the students programs with more than half of the students coming from five counties in south central Kansas. The history and mission of the college are discussed in terms of location and service area, educational program, and institutional goals. Trends and projections are presented through a discussion of county population and employment opportunities, area high school graduating classes, and college enrollments, staffing plans, operating opportunities, area high school graduating classes, and college enrollments, staffing plans, operating budgets, revenues, and facilities. Needs include student housing, improved facilities, increased recruitment, and program expansion. Goals and objectives in the areas of serving the community, serving the students, student life, program planning and evaluation, program accessibility, educational support services, qualified faculty, professional growth, professional working conditions, administrative efficiency, college identity, and utilization of resources are presented in outline and graph form with priority, responsible line and graph form, with priority, responsible party and schedule identified. The text is supple-mented by seven tables. (LH)

ED 146 987

IC 780 002

Weddington, Doris
Individualized Instruction and Attrition—A Need
for Rethinking Strategies.
Central Piedmont Community Coll., Charlotte,

Pub Date 72

Note—19p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Colleges. Compara

Descriptors—Community Colleges, Comparative Analysis, *Dropout Rate, *Dropout Research, Educational Research, *Flexible Schedules, *Group Instruction, *Individualized Instruction, *Junior Colleges, Persistence, Methods

In order to determine the reasons for attrition in individualized courses, completion rates and instructional styles for an individualized commuinstructional styles for an individualized communications skills course were examined, beginning with a class group in fall 1969 where 80.55% completed the course and continuing with an open lab concept through winter, spring, and summer 1970, when completion ranged from 60% to 66.9%. The open lab allowed the student freedom to work whenever he chose and to consult with any instructor available. To further test this variable, an experiment was established in which a group class was offered in summer 1971, an open lab format was used in fall 1971, and a croup class was offered again; in winter 1972. an open lab format was used in fall 1971, and a group class was offered again in winter 1972. Completion rates were respectively 90%, 66.19%, and 80.95%, a highly significant difference. Three factors contributing to persistence in the class group were identified: specific time assignments for instruction and laboratory use, regular asfor instruction and laboratory use, regular as-sociation with a consistent peer group, and regu-lar contact with a given instructor. Additionally, it was concluded that the group class provided the student a simulation of the world of work by requiring (1) responsibility for a regular time commitment, (2) the ability to work indepen-dently in an inter-dependent group situation, and (3) an on-going relationship with a supervisor. (RT) (RT)

ED 146 988

JC 780 003

Weddington, Doris
Partnership for Faculty Development: The University and the Community College.
Pub Date 74

Pub Date 74

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, *Faculty
Development, *Inservice Teacher Education,
*Interinstitutional Cooperation, Interschool
Communication, *Junior Colleges, Models,
*Preservice Education, Program Design, Program
Development, Staff Improvement,
Teacher Improvement, Teacher Workshops,
*Universities

*Universities

Although deeply concerned, community college faculty often have not been prepared through preservice education or previous teaching experiences to teach adult students with the variety of needs and orientations now characteristic of the community college population. This paper proposes a total staff development program involving a partnership between the university and the community college which would require interinstitutional coordination, coordination with community social agencies and business and industry, and coordination with the administration and disciplines of the university. To achieve institutional coordination the following stems are and disciplines of the university. To achieve in-stitutional coordination the following steps are required: (1) a frank discussion of needs by

representatives of both institutions; (2) a listing and selection of cooperative activities; (3) written detailed commitments and responsibilities; (4) the establishment and continuation of a community advisory council; (5) a controlled increase of cooperative activities based on community college needs; and (6) the establishment of only one interinstitutional program at a time, with other community colleges added by the university only as prior programs are firmly operational. Universities should include both teacher training and assistance with community college inservice sistance with community college inservice orkshops and seminars. (Author/RT)

ED 146 989

Bounds, Stuart M.
Employer Survey in the Health Technologies.
Thomas Nelson Community Coll., Hampton, Va.
Pub Date 28 Nov 77

Note-37p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—Community Colleges, Employer Attitudes, "Employment Projections, "Health Occupations, Institutional Research, Job Market, "Junior Colleges, Labor Supply, "Manpower Needs, "Medical Technologists, Occupational Surveys, Questionnaires, Salaries Identifiers—"Employer Surveys In order to obtain information on the current and future job market for 12 health technology.

In order to obtain information on the current and future job market for 12 health technology occupations, a random sample of area physicians and 100% of 9 distinct types of health occupaand 100% of 9 distinct types of health occupa-tions employers were surveyed. The major em-ployers, hospitals and nursing homes, were inter-viewed by college nursing faculty; all other em-ployers were surveyed by mail. The employers were asked to provide the following information: (1) the number of full-time and part-time em-ployees in 1975, 1977, and the number projected for 1981, by occupation; (2) the number of cur-(1) the number of tun-tune and partitude of the ployees in 1975, 1977, and the number projected for 1981, by occupation; (2) the number of current employees without minimum certification and the additional number needed to provide optimum care for the current service level, by occupation; (3) the average length of time a job is vacant and the starting salary for each occupation; (4) an assessment of the supply of trained manower in each occupation; (5) previous experience with graduates of the college; and (6) new occupations emerging in the health field and the employer's community education needs. The data were aggregated for all employers and by employer type. Weighted means were calculated for each occupation on the ratings of available trained manpower. Study procedures, findings, and conclusions are presented in the report, and the survey instrument and job descriptions for the the survey instrument and job descriptions for the 12 occupations are appended. (RT)

ED 146 990 JC 780 005

nnual Report, 1976-1977: Division of Continu-ing Education and Extension Services. lew York City Community Coll., Brooklyn, N.Y. Pub Date Dec 77

New York City Community Coll., Brooklyn, N.Y. Pub Date Dec 77
Note—85p.
EDRS Price MF-\$0.83 HC-\$4.67 Plus Pustage.
Descriptors—*Adult Education, Community Colleges, *Educational Finance, Financial Needs, *Financial Policy, *Financial Problems, Financial Popport, Grants, Instructional Student Costs, *Junior Colleges, Program Costs, Program Descriptions, School Funds
Identifiers—City University of New York, *New York City Community College
The Division of Continuing Education sustained funding losses during 1976-77 in its public tax levy support and in its special grant program funds. The College budget crises have resulted in continued staff cuts, loss of program possibilities, loss of six months of funding for the institute of Study for Older Adults, and loss of funding for instructional costs and educational supplies for continuing education courses. A temporary structure was devised to deposit and expendition fees for these courses through the sponsorship of the Alumni Association. A City University of New York policy statement was finally approved on June 6, 1977 regarding the funding of continuing education. It states in part: (1) the salaries of faculty and their fringe benefits as well as special educational supplies should be paid for entirely by revenues generated from students; (2) College budgets should provide for administrative support, as well as the cost of heat, light, guard service and special rental of space; (3) each College will be responsible for setting fees for continuing education courses, with the revenues generated sufficient to cover continuing education courses, with the revenues generated sufficient to cover continuing education courses, with the revenues generated sufficient to cover continuing education courses, with the revenues generated sufficient to cover continuing education courses, with the revenues generated sufficient to cover continuing education courses, with the revenues generated sufficient to cover continuing education courses, with the revenues generated sufficient t

of grant proposals indicates that 1977-78 will sustain further financial losses. (Continuing education programs are discussed and a statistical nmary is provided.) (Author/LH)

ED 146 991 JC 780 006

ED 146 991 JC 780 006
Selgas, James W.
Community Educational Needs Assessment,
Capital Region of Pennsylvania. Research Report 15, Volume I.
Harrisburg Area Community Coll., Pa.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Academic Programs

-181p.; For a related document, see JC 780

Note—151p., 10.00
007. Occasional light type
007. Occasional light type
EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.
Adult
Aspiration, Adult Descriptors—Academic Aspiration, Adult Characteristics, Adult Education, *Adults, escriptors—Academic Aspiration, Adult Characteristics, Adult Education, *Adults, Area Vocational Schools, Community Colleges, *Community Surveys, Educational Interest, *Employers, *High School Students, Institutional Research, Job Training, *Junior Colleges, Manpower Needs, *Needs Assessment, Occupational Aspiration, Questionnaires, School Surveys, Student Characteristics dentifiers—Employer Surveys, Pennsylvania

Identifiers—Employer Surveys, Pennsylvania (Cumberland County), Pennsylvania (Dauphin County), Pennsylvania (Perry County)
In order to ascertain the educational needs of Central Pennsylvania residents.

Central Pennsylvania residents, samples of three populations were surveyed: high school students, the adult population, and employers. A stratified random sample of approximately 530 public high school students in each of grades 10, 11, and 12, the entire enrollment of two Area Vocational school students in each of grades 10, 11, and 12, the entire enrollment of two Area Vocational Technical Schools, and a sample from a third AVTS were surveyed for information on current school program, future occupation, educational plans and aspirations, possible postsecondary programs, and reasons for not continuing education beyond high school. Random samples of 500 adults from each of six areas in the region were surveyed, yielding a 32% to 38% response rate and data on interest in adult classes or college and data on interest in adult classes of college credit programs, reasons for not continuing edu-cation, current educational activities, employ-ment, age, completed and desired education, new occupational goals, child care service needs, television courses and preferences in class scheduling, location, and format. Five subgroups of employers who had more than 50 employees were surveyed for information on current employment/training needs, training for present and new employees, importance of types of training, changes in the work force, and employer support for continuing education. The three question-naires, statistical projections from the student and adult surveys, and response data from the em-ployer survey are appended. (RT)

JC 780 007

Selgas, James W.
Community Educational Needs Assessment,
Capital Region of Pennsylvania. Research Report 15, Volume II.

port 15, Volume II. Harrisburg Area Community Coll., Pa. Spons Agency—Pennsylvania State Dept. of Edu-cation, Harrisburg. Bureau of Academic Pro-

grams. Pub Date 77

Note-201p.; For a related document, see JC 780 006

006
EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.
Asniration, Adult escriptors—Academic Aspiration, Adult Characteristics, Adult Education, *Adults, Area Vocational Schools, Community Colleges, *Community Surveys, Educational Interest, *High School Students, Institutional Research, Junior Colleges, *Needs Assessment, Occupa-tional Aspiration, Questionnaires, Statistical Data, Tables (Data)

Data, taotes (Data) Identifiers—Pennsylvania (Cumberland County), Pennsylvania (Dauphin County), Pennsylvania (Harrisburg), Pennsylvania (Perry County) In order to ascertain the educational needs and

nterests of Central Pennsylvania residents, sam interests of Central Pennsylvania residents, sam-ples of three populations were surveyed: high school students, adults, and employers. This volume, the second of two volumes reporting this research, contains detailed breakdowns of the statistical data for the student and adult surveys, which are presented in aggregate in Volume I. Questionnaire responses of the samples and pro-iections to the entire populations are presented jections to the entire populations are presented for each of the three Area Vocational Technical

Schools included in the survey, for the feeder high schools to each Area Vocational Technical School, and in combined form. Responses and projections from the survey of adults are presented for three of six subgroups by locale: Harrisburg, Carlisle, and Derry Township. (RT)

ED 146 993 JC 780 008

Viahos, Mantha Critical Uses of College Resources. Part I: Person-nel Utilization System. nel Utilization Syste Pub Date 19 Jul 77

Pub Date 19 Jul 77

Note—13p; Paper presented at the Southeastern Region Conference of the AERA Special Interest Group in Community/Junior College Research (New Orleans, Louisana, July 19-20, 1977). For a related document, see JC 780 009

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Administration, College Faculty, Community Colleges, *Cost Effectiveness, Electronic Data Processing, *Junior Colleges, *Management Information Systems, Models, *Productivity, *Staff Utilization, Systems Analysis, Systems Development A Personnel Utilization System has been designed at Broward Community College, which combines payroll, personnel, course, and function information in order to determine the actual dutes performed by personnel for the amount of

information in order to determine the actual du-ties performed by personnel for the amount of remuneration received. Objectives of the system are (1) to define the tasks being performed by faculty, staff, and administration; (2) to measure the productivity of all segments of the college; and (3) to project future resource allocation for the college. Begun in 1975-76, the model in-cludes two sub-systems; the Faculty Assignment the college. Begun in 1975-76, the model in-cludes two sub-systems: the Faculty Assignment System and the Non-faculty (Administration and Staff) Assignment System. Initial input comes from the payroll file, is added with information on course changes by academic deans, and results in a Cost Analysis File. Fringe benefits are then computed and the file is split into faculty and non-faculty. The faculty portion is combined with information from the Course File, resulting in a Faculty Assignment Form which includes course assignments and non-teaching assignment totals, plus space for writing in non-remunerated activi-ties. These are completed by faculty at the end of each term and a salary distribution analysis is computed at the end of the academic year. computed at the end of the academic Yearly revision of the faculty form is planned and the non-faculty system is still being developed. (Author/RT)

ED 146 994 JC 780 009 Critical Uses of College Resources. Part II: Utilization of Space Facilities.

Note-14p.; Paper presented at the Southeastern Region Conference of the AERA Special Inregion Conserence of the AERA Special In-terest Group in Community/Junior College Research (New Orleans, Louisiana, July 19-20, 1977). For a related document, see JC 780 08 EDRS Price MF-30.33 HC-\$1.67 Plus Postage.

Descriptors—Classrooms, Community Colleges,
*Educational Facilities, Facility Guidelines,
Facility Utilization Research, *Junior Colleges,
*Measurement Techniques, School Space,
*Space Utilization, *Statistical Analysis
Space utilization analysis is required as building.

*Space Utilization, *Statistical Analysis Space utilization analysis is required as building programs are slowing in community colleges. State planning procedures fail to provide adequate information, since they tell little about the actual use of space. The formula derived by Bareither and Schillinger can evolve a space factor, using square feet per student station, hours per week the room is scheduled, and the percent of time each station is scheduled to calculate square feet per weekly student hours. In most community colleges, the number of students in each class, the size of rooms, and the number of stations in each room can be easily obtained and ns in each room can be easily obtained and used to calculate the average station utilization rate and the room utilization by the following for-mulas: (1) Room Use = actual hours divided by possible hours x 100; (2) Station Use = actual stations occupied divided by possible stations oc-cupied x 100; and (3) Possible Stations = weekly hours x number of stations. This methodology can be used to justify new space in spite of declining enrollments and to reallocate space for better utilization of present facilities. (Author/RT)

ED 146 995 JC 780 011
Faculty Teaching Load: Community Colleges, Fall
1977. Hawaii Univ., Honolulu. Community Coll.

ort No-CC-IRP-107 Report No-CC-I Pub Date Dec 77

Note—13p.; Pages 9 through 28, computer prin-touts of data pertaining to individual campuses, have been deleted due to poor reproducibility EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Classes (Groups of Students),
*Class Size, *College Faculty, Community Colleges, Courses, General Education, *Junior Colleges, *Productivity, Student Teacher Ratio, Tables (Data), *Teaching Load, Vocational Education,

entifiers-*Hawaii, Weekly Student Contact Hours

This report describes faculty teaching load for fall 1977 in the Hawaii community college system as measured in terms of average semester hours taught, average hours in contact with students, and class size. The data were based on students and class size. Ine data were based on students registered in regular credit programs in the system. A general decrease in the number of courses, semester hours, student registrations, student semester hours and contact hours was noted, reflecting a drop in enrollment of 1% and an increase in the proportion of part-time students (44%). Average class size was smaller, with larger average size in general education courses than in vocational education courses. Faculty teaching vocational education courses. Faculty teaching figures indicated: the heaviest teaching load since 1973 in terms of average semester hours taught, with 13.5 for the system and 13.2-13.9 by campus; a generally heavier teaching load in terms of weekly instructor contact hours, with 16.8 for the weekly instructor contact hours, with 16.8 for the system and 13.9-19.5 by campus; a slight decline in productivity ratios for the system; an unchanged faculty/student ratio of 1:23. Tabular data on courses, classes, semester and contact hours, average class size by program, average contact hours, average class size by program, average semester and contact hours taught, productivity, faculty/student ratios, and faculty headcounts and full-time equivalents are included for each college and for the system. (LH)

95 ED 146 996 JC 780 012 Applications, Acceptances and Registrations, Fall 1977. Student Flow Project, Report No. 31. Hawaii Univ., Honolulu. Community Coll.

Spons Agency-Office of Education (DHEW),

Washington, D.C. Pub Date Dec 77

Note—11p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Posta

Descriptors—Cohort Analysis, *College Admission, College Freshmen, Community Colleges, *Enrollment Rate, Females, *Junior Colleges, Liberal Arts Majors, Males, *School Registration, *Student Application, Tables (Transfer Students, Vocational Education Tables (Data),

Identifiers-Hawaii

The document presents the third in a series of reports summarizing data on student progression from application to acceptance to registration in Hawaii's community colleges. The community colleges processed 9,640 new student applications and 3,976 transfer student applications, with and 3,976 transfer student applications, with transfer student figures showing an 11% decrease and female applications on the increase. As was true in previous semesters, proportionately more new student applicants were accepted (90%) than transfer student applicants (82%), with overall acceptance rates showing a steady decline over the past three fall semesters. More male students (new and transfer) and more liberal arts appli-cants (new and transfer) were accepted, again following the pattern set by previous fall semesters. Registration rates remained relatively stable, with new students at 71% and transfer stu-dents at 64%. Males and females did not differ dents at 0.4%. Males and remaies did not ditter much in registration rates and a higher propor-tion of vocational students who were accepted actually registered, compared to liberal arts stu-dents. There tables present data for the system and individual colleges by semester, sex, and program. (LH)

D 146 997 95 JC 780 013 nalysis of Persistence After Six Semesters: Fall 1974 Entering Students. Student Flow Project, Report No. 30, ED 146 997

Univ., Honolulu. Community Coll. System. Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date Dec 77

Note—126p.; Some parts may be marginally legi-ble due to print quality

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
Descriptors—Age, Cohort Analysis, College
Credits, College Graduates, College Majors,
Community Colleges, Dropouts,
Grade Point Average, "Junior Colleges,
"Longitudinal Studies, Males, Part Time Students, "Persistence, School Holding Power,
"Student Characteristics, "Student Mobility
Identifiers, Step In Stop Out Students, Step Outs.

Identifiers-Step In Step Out Students, Stop As part of a continuing study of student flow in the Hawaii community colleges, this report analyzes the persistence patterns of 1974 entering students after six semesters for the community college total and the seven campuses. The per sistence patterns of the 9,171 students showe that 29% enrolled for only one semester at their campus of entry (non-persisters), 39% enrolled wo or more continuous semesters (moderate persisters), 9% enrolled for two or more non-continuous semesters (stop-outs), 10% enrolled for all six semesters (stop-outs), 10% ellionied 13% graduated by the end of the sixth semester. Significant differences in persistence patterns at the .001 level were found on all ten characteristics studied: sex, age, marital status, high school background, entry status, full- or part-time status, educational objective, program of study, cumulative grade point average, and cumulative creditcompletion ratio. The young, the single, graduates of Hawaii's high schools, and full-time students tended to be persisters or graduates. Females tended to be either non-persisters or graduates, while males tended to be moderate the control of the persisters of the control of the persisters of the control of the persisters of the control of the persisters. persisters, stop-outs or extreme persisters. Great variation was found in persistence patterns among programs on the same campus and among stu-dents in similar programs on different campuses. (LH)

95 JC 780 014 Fall 1977 Non-Enrolled Students Registered at Other Community Colleges: Fall 1975 Entering Students. Student Flow Project, Report No. 32. Hawaii Univ., Honolulu. Community Coll.

System. Spons Agency—Off Washington, D.C. Pub Date Jan 78 Office of Education (DHEW),

Note—27p.; Some parts of document may be marginally legible due to quality of print EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Achievement, Cohort Analysis, College Credits, Community Colleges, Analysis, Consequence Credits, Community Conleges, Dropout Characteristics, *Enrollment Rate, *Junior Colleges, *Student Characteristics, *Student Mobility, Transfer Students Identifiers—*Hawaii

As part of a continuing study of student flow in the Hawaii community colleges, this study ex-amined the number and characteristics of fall 1975 entering students who did not enroll at their campus of entry (non-enrolled) in fall 1977, but who registered at another community college. Of who registered at another community college. Of the total fall 1975 entering students (8,979), 8% had graduated by fall 1977 and 26% were still en-rolled at their campus of entry. Out of the total of 6,081 non-enrolled students in 1977, 356 (4%) of the entering group were enrolled at other com-munity colleges in the system. Among these 356 registrants, 38% kept the same major field of study, 60% were male, 79% were new students, 62% were full-time students 60% majored in 62% were full-time students, 60% majored in liberal arts, 37% had grade point averages below 2.0, 45% had credit-completion rates below .50, and 47% had fewer than 12 cumulative credits Significant differences between the 356 registrants and the total population of non-enrolled students were found on seven characteristics: sex, entry status, full/part-time status, program, grade point average, credit-completion ratio, and cumu-lative credits earned. The data are reported for the seven campuses and for the community college total. (LH)

ED 146 999

Blai, Boris, Jr. Bicentennial Blat, Borst, Jr.
Bleentennial Year Plus One: Institutional
Research, Calendar 1977.
Harcum Junior Coll., Bryn Mawr, Pa.

-152p

Note—152p.
EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.
Descriptors—Alumni, Dropout Rate, Educational
Objectives, Enrollment Trends, General Education, Grading, Guidance Counseling,
*Institutional Research, *Junior Colleges,
Learning Motivation, Library Circulation,
Parent School Relationship, *Private Colleges,

Student Attitudes, Student Characteristics, Teacher Attitudes, Transfer Students, Vocational Education, *Womens Education

Forty institutional research reports on a wide variety of subjects of concern to Harcum Junior variety of subjects of concern to Harcum Junior College, a private two-year college for women, are compiled in this document. Topics of the reports include: student/guidance counselor perceptions of school objectives; library utilization; grades and grading practices; student opinions, characteristics, and assessment of the institution; characteristics, and assessment of the institution; student personnel services; faculty and student participation in committees; learning attitudes; enrollment projections and enrollment by program; admissions, 1962-1977; career vocational guidance and counseling; student dropout rate and transfer information; parental assessment of the college, 1966-1977; the Nelson-Denny reading test and academic achievement; faculty and staff opinions, values and attitudes; general education components of career curricula; faculty guidance/counseling activities; alumni opinions and accomplishments, 1968-1977; college exposure among prospective students; and abstracts of published research reports from 1973-1977. The final report summarizes the findings of institupublished research reports from 1973-1977. The final report summarizes the findings of institutional research conducted at Harcum since 1962. It is noted that the Harcum Institutional Research Report series, the Research Memorandum series, and research articles published in various profes-sional journals now total 616 documents. (LH)

ED 147 000 JC 780 020 Gold, Ben K.

Performance on the Fall 1977 L.A.C.C. Guidance Examination. Research Study #77-13. Examination. Research Study #77-13. Los Angeles City Coll., Calif. Pub Date Dec 77 Note—130

Los Angeles City Coll., Calif.
Pub Date Dec 77
Note—13p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Community Colleges, *English, Institutional Research, *Junior Colleges, Junior College Students, *Reading Ability, *Reading Level, Reading Tests, *Student Placement Identifiers—Survey of Reading Achievement Identifiers—Survey of Reading Achievement The performance of 1,904 entering students taking the Survey of Reading Achievement test for placement in English at Los Angeles City College in fall 1977 was examined and produced the following information: (1) the median reading level was 9.2, compared with 10.0 in fall 1976; (2) the 26% of the test-takers with reading levels above 11.0 were recommended to English 1, the 30% with reading levels between 9.0-10.9 were recommended for English 60, and the 44% with reading levels below 9.0 were recommended for Developmental Communications; (3) males (40% of the total) averaged about one-half grade higher than females; (4) former students of Los Angeles city high schools averaged below other California public and private schools, and below other geographic regions of the United States; (5) performance according to former attendance at particular Los Angeles high schools varied from a grade range of 7 to 10; and (6) compared to fall 1976 entrants, the percentage recommended for English 60 declined from 34% to 30%, while those recommended for Evelopmental Communications rose from 31% to 44%. Where students had attended other colleges, former California State University students scored lowest and former University of California leges, former California State University students scored lowest and former University of California students scored highest. (Author/RT)

Gold, Ben K.

Some Trends in L.A.C.C. Enrollments, 1960-1977. Research Study #77-14.

Los Angeles City Coll., Calif.

Pub Date Dec 77

Note-33p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Po

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Community Colleges, Day Programs, Declining Enrollment, "Enrollment Influences, "Enrollment Trends, Evening Programs, Females, "High School Graduates, Institutional Research, "Junior Colleges, Males, Part Time Students
An analysis of enrollment trends for Los Angeles City College (LACC) from 1960 to 1977 produced the following observations: (1) day enrollment rose an average of 4% yearly from 1962 to 1974 to a high of almost 24,000, dropping slightly thereafter; (2) evening enrollment has fluctuated without a clear direction; (3) male day enrollment has dropped steadily since 1960 from 60% to 45%; (4) full-time student enrollment has

declined from a high of 70% in 1967 to below 50% in 1977, but the percent of continuing students has risen; (5) a consistent 20% of local high school graduates have enrolled over the last 15 years, accounting for 55% of all first-time enrollments; in 1967 accounts of the first time enrollments of the first time enrollments of the first time enrollments. rollments in 1967 compared with 45% in 1977; and (6) the percent of the previous year's graduating class from 20 local high schools enrolling at LACC in 1976-77 ranged from 1.5% to 36.8%. In addition to statistical data, a list of events explaining variations in trends is provided, events explaining variations in trends is provided, such as college and secondary policy changes and board shifts, establishment or enlargement of campuses, student strikes, fee changes, special programs, and the shift to computer-based infor-mation files. (RT)

PS

ED 147 002

PS 009 363

Miller, Forbes, Ed.

The Young Child in Focus. Proceedings of the National Conference of the Australian Pre-School Association (14th, University of Melbourne, May 15-21, 1976.

Australian Pre-School Association Conberrs

tralian Pre-School Association, Canberra.

Pub Date May 76

Pub Date May 76
Note—179p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.
Descriptors—Child Abuse, Community Services,
Day Care Services, "Early Childhood Education, "Foreign Countries, Government Role,
Handicapped Children, Home Programs,
Minority Group Children, Parent Participation,
Physical Environment, "Preschool Children,
"Preschool Education, "Preschool Programs,
Preschool Teachers, Program Evaluation, Spe-Preschool Teachers, Program Evaluation, Special Libraries, Toys lentifiers—*Australia

This book contains papers and speeches presented at the 14th National Conference of the Australian Preschool Association held in Mel-bourne in May 1976. Topics discussed include early childhood education, handicapped children, parental involvement in education, evaluating preschool programs, day care, teaching young children, interdisciplinary team-work, family and community, television, child abuse and other subjects related to preschool children's development and education. (SB)

ED 147 003

PS 009 589

Cook, Kaye V. Verbal and Nonverbal Sharing by 2- and 3-Year-Olds.

Pub Date Mar 77

Note-18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Meeting of the Society for Research in China Development (New Orleans, Louisiana, March 17-20, 1977) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Percentors—Age Differences, *Behavior

Descriptors—Age Differences, *Behavior Development, Early Childhood Education, *Interaction Process Analysis, Language Development, *Nonverbal Communication, Parent Child Relationship, *Preschool Children, *Prosocial Behavior, *Verbal Communication, *Prosocial Behavior, *Prosocial B cation

cation

This report describes a study investigating the extent to which 2- and 3-year-olds, as they acquire language, continue to use infant nonverbal sharing behaviors (pointing, holding up, giving and partner play) or begin to use language to share in new ways. A group of 2- and 3-year-olds (12 of each) were observed in a playroom setting of three adjoining rooms containing a few toys. Each child participated in a 15-minute session with the mother, who was instructed to remain seated in a large room facing the two smaller rooms, responding to but not directing the child's behavior. Sharing behavior was measured through observation of three types of mother-child "participatory episodes," involving use of: (1) gestures, (2) words, and (3) smiling or nonverbal vocalization. The children exhibited nonverbal sharing behaviors while sharing in new, verbal ways. The older subjects shared less frequently than the younger with the nonverbal behaviors that required proximity to the mother (giving partner play). Unlike the younger subjects, they were more likely to hold up objects to the mother while at a distance from her, and they participated in dialogues more than the younger, their type of language inviting greater mother participation. (BF) This report describes a study investigating the

ED 147 004 PS 009 597

Bryan, Janice Westlund Luria, Zella Sex Role Learning: A Test of the Selective Atten

tion Hypothesis. Pub Date Mar 77

Note—13p.; Paper persented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977), and the Annual Meeting of the 17-20, 1977), and the Annual Meeting 18-20, 1977), and the Annual Meeting 1972.
Eastern Psychological Association (48th Boston, Massachusetts, April, 1977)
BORS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Children

EDRS Price MF-\$0.83 HC-\$1.07 Fms Foreign
Descriptors— *Attention, Children,
*Electroencephalography, *Elementary School
Students, Females, Males, Research, Role
Models, *Sex Role, Visual Stimuli
Identifiers— *Alpha Rhythm
This paper reports three studies designed to
determine whether children show selective attention and/or differential memory to slide pictures of same-sex vs. opposite-sex models and activities. Attention was measured using a feedback EEG procedure, which measured the presence or absence of alpha rhythms in the subjects' brains during presentation of slides. (An alpha rhythm reflects a relaxed mental state; the backlog or absence of alpha is interpreted as attention.) Recall, recognition, and preference for pictures were measured after presentation. In the first study, 16 children, ages 5-6 and 9-10 years, viewed slides of models performing sex-neutral tasks. Alpha presence caused a slide stimulus to come on, and alpha blocking (attention) caused the model by the model by the prefound in attention. it to go off. No differences were found in attenn to go off. No differences were found in attention to male vs. female slides, but all children recalled significantly more male than female slides. In Study 2, 32 children (of the same ages as in Study 1) viewed different models performing sexappropriate, sex-inappropriate, and sex-neutral tasks. Each stimulus remained on for 1 minute of viewing (no-alpha) time. There were no differences in attention to ferences in attention to same-sex models, although all children preferred same-sex models although all children preferred same-sex models and recalled and preferred same-sex tasks. In the third study 16 children, 9-10 years old, saw six slides from Study 2 for which viewing time was increased. Both boys and girls recalled the male model more, boys preferred male tasks, and girls preferred male and female tasks equally. For the third time there was no evidence of selective attention to same sex models. Additional research tention to same-sex models. Additional research is needed on: (1) performance constraints on sex role behavior, (2) selective rehearsal of sex role knowledge, and (3) selective exposure to sex role knowledge in the peer group rather than by research on selective attention to equally present adult models. (SB)

ED 147 005

PS 009 607

Robinson, Bryan E. Hobson, Carol M.
A Unit on Sex-Role Development for Those Working with Young Children.

Pub Date [77]

Note—249.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Care Workers, *Child

Development, *Resource Units, *Sex Role, *Sex Stereotypes, Social Influences, Teachers, Theories, *Unit Plan

This unit on sex-role development was designed for use with individuals who work with young children. The objectives for the unit are stated in behavioral terms and the content to be taug comprises the major portion of the unit. Specific areas covered in the content section include: (1) areas covered in the content section include: (1) definitions of terms, (2) theories of sex-role development, (3) factors influencing sex-role development in children, (4) ways in which stereotypes limit children's development, (5) changing social conditions and (6) ways adults can assist children in their sex-role development. A few suggested activities, review questions and answers, and a brief bibliography are also included. (JMB) cluded. (JMB)

ED 147 006

PS 009 619

Huell, Barbara P.

A Model for Developing Programs for Black Chil-

Black Child Development Inst., Washington, D. C. Pub Date 76

Note - 30p. EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Black Education, Black History,
*Black Youth, *Educational Policy, Educa-

tional Sociology, Fundamental Concepts,
"Historical Reviews, Models, "Program Development, Public Education, "Racism, Social Attitudes, Values
This paper addresses the need to correct the
present system of educating black children in the
United States. The first section offers a review of
the history of policy toward and focus of black
education. It is proposed that although black children are no longer denied education, programs
such as Head Start and Follow Through are
created on the assumption that blacks are a deficient people whose problems can be remediated
only by white-designed programs. Political and
social constructs serving to make educational policy racist are listed, as are fundamental principles
that would serve the black educational cause.
Principal values and attitudes concerning personal, humanistic, political, cultural-social, and
academic aspects of education that would underlie proper curriculum implementation are listed. academic aspects or education that would under lie proper curriculum implementation are listed. Historical information concerning black people from ancient Africa to the present is presented in outline form as a point of origin for instruction. Two lists of suggested readings on Afro-American history and experience are included. (SB)

ED 147 007 PS 009 634

Coats, Betty Ann Hanna
Infant Care in Hamilton County: 4C Final Report
and Model Designs.
Hamilton County Comprehensive Community
Child Care (4-C), Cincinnati, Ohio.
Pub Date May 76

Note-163p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Posta

Descriptors—*Child Care Centers, Child Care Workers, *Community Surveys, *Day Care Services, Demonstration Programs, *Family Day Care, Home Visits, *Infants, Inservice Education, Interviews, Mother Attitudes, Neighborhood Centers, Parent Participation, Program Budgeting, Questionnaires, Staff Im-provement, Training, *Working Women Identifiers—*Community Coordinated Child Care, Ohio (Hamilton County)

This report describes a one-year feasibility study to design a functional child development model for infant day care in Hamilton County, Ohio. Mothers of babies under 18 months were interviewed by telephone to determine use of and interest in infant day care. Assessment was made of existing resources for full time day care in the or existing resources for full time day care in the county (location, capacity, costs, programs and support services) and needs were identified. Three types of infant day care models were proposed: (1) the satellite model, a system which links the day care home providers with a day care center or community resource facility; (2) the home model, a system which delivers direct services through use of a home visitor as main link to outside resources; and (3) the center model. All three types of models (described in detail) emphasized inservice training as an integral program component, active encouragement of care-giver-parent communication, and full utilization of community resources. Recommendations, details of survey instruments, elaboration of findings, model-component charts, implementation plans and model budgets are included. (BF)

PS 009 636 ED 147 008 Hapkiewicz, Walter G. Cartoon Violence and Children's Aggression: A Critical Review.

Critical Review.
Pub Date Aug 77
Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (85th, San Francisco, California, August 26-30,

(85th, Sain Francisco, Cantornia, August 26-50, 1977); Best copy available EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors— "Aggression, Animation, Anti Social Behavior, "Cartoons, "Childrens Television, Comedy, Drama, Early Childhood Education, "I iterature Postigues Postigues Prodictors Variables."

*Literature Reviews, Predictor Variables,
*Television Research, *Violence
This paper reviews ten studies on the effects of
television cartoon violence on aggressive behavior
in children and discusses possible reasons for the
inconsistent results. Methodology and results of inconsistent results. Metanology and results of field and laboratory studies are compared, and study limitations are noted. The impact of car-toons is discussed in terms of human vs. animal characters and real vs. animated filming. In four of these studies, the predicted anti-social effect of viewing violent cartoons was not confirmed. A review of the remaining reports indicated that there may be plausible alternatives to the interpretations suggested by the investigators. Problems associated with interpreting research on children's viewing of aggressive cartoons are

ED 147 009

PS 009 639

Hilliard, Asa G., III
Alternatives to IQ Testing: An Approach to the Identification of Gifted "Minority" Children. Final Report.

Spons Agency—California State Dept. of Educa-tion, Sacramento. Div. of Special Education. Bureau No—75-175

Pub Date 30 Jun 76 Note—167p.; Not available in hard copy due to marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors-African Culture, Behavior Patterns, escriptors—Atrican Culture, Behavior Patterns, Cultural Differences, "Culture Free Tests, Ele-mentary Secondary Education, "Gifted, Histori-cal Reviews, "Intelligence Tests, "Minority Group Children, Racial Attitudes, Racial Dif-ferences, "Racial Discrimination, Racial Fac-

retrieves, "Fest Bias, Testing Problems
This paper explores historical, behavioral, and
cultural aspects of cross-cultural assessment as
background to a discussion of alternative apbackground to a discussion of alternative approaches to I.Q. testing as a way of identifying gifted minority children. Chapter I, "Cross Cultural Assessment in Historical Perspective," is a historical look at cross-racial attitudes on intelligence and innate ability. Chapter II, "Classical Failure and Success in the Assessment of People of Color." historically reviews accounts of black of Color, historically reviews accounts of black intelligence. Chapter III, "Fundamental Considerations for Cross Cultural Assessment, discusses the underlying assumptions and styles of assessment, and their effects on assessment Basic Foundation for an Alternative Approach to Assessment," covers differences in behavioral and ssessment approaches. The Atomistic-Objective behavioral style is contrasted with the Syntheticbehavioral style is contrasted with the Synthetic-Personal style; and two assessment approaches, one that asks "Do you know what I know?" and another that asks "What do you know?" are com-pared. Chapter V, "Basic Behavioral Styles Illus-trated," explores the expression of behavioral style in religion, music, and language. Chapter VI, "The 'Who' and the 'O': Contextually Situ-ted Vahicles for the Assessment of Purill Beton. ated Vehicles for the Assessment of Pupil Potential," and Chapter VII, "The Gifted Child and the School's Implications of Behavioral Styles," complete the volume. (SB)

PS 009 640

ED 147 U1U

Smock, Sue Marx

The Children: Shapes of Child Care in Detroit.

Detroit/Wayne County Child Care Coordinating

Council (4-C), Mich.; Wayne State Univ.,

Detroit, Mich. Center for Urban Studies.

Spons Agency—Office of Child Development

(DHEW), Washington, D.C.

Pub. Data 1761

Pub Date [76] Grant-OEG-90-6-481

Note—232p.
EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.
Child Care Center EDMS Price MF-\$0.83 HC-\$12.71 Plus Postage.
Descriptors—*Child Care, Child Care Centers,
*Community Surveys, *Day Care Services,
*Delivery Systems, *Early Childhood Education, Family Background, Family Characteristics, Family Day Care, Health Insurance,
Health Services, Interviews, Preschool Children, Preschool Programs, Questionnaires,
Ilchan Areas.

dren, Preschool Programs, Questionnaires, *Urban Areas
Identifiers—*Michigan (Detroit)
This study presented in this report attempts to describe the child care delivery system in Detroit by examining the types of child care provided by urban Detroit families for their preschool children. Data were collected by means of question-caires sent to 197 child day care centers and 228 naires sent to 197 child day care centers and 228 family day care homes and interviews conducted with parents in 759 households containing a child under six. Part I describes the methodology of the study. Part II presents descriptive data on the study. Part II presents descriptive data on the child care facilities in Detroit including child day care centers, fan.ily day care homes, licensed day care homes which were not engaged in child care services, and the Detroit Board of Education preschool programs. Part III describes the background and characteristics of households sampled in the study and identifies the type of child care areascenters used he care. sampled in the study and identifies the type of child care arrangements used by each. Part IV deals with health related topics such as insurance coverage, immunization, and health examinations in the households sampled. Extensive appendices are included which contain the questionnaires used in the study as well as supplemental data ta-

ED 147 011

PS 009 641

Vance, Barbara
Cognitive and Behavioral Distribution of Rewards:
Developmental and Instructional Tests of Young
Children's Understanding and Application of
Some Principles of Equity. Final Report.
Brigham Young Univ., Provo, Utah. Communica-

tions Research Center. Pub Date Aug 77

Note-188p. EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

bescriptors—Age Differences, Cognitive Development, *Concept Formation, *Early Childhood Education, Elementary School Students, *Ethical Instruction, Preschool Children, Research, *Rewards, Test Construction, *Tests,

Two studies attempted to determine: (1) at what age children understand and apply the principle of equity; and (2) whether theory based instruction is effective in helping young children understand the principle of equity. Further, do children exposed to such instruction perform better on a behavioral test than children not ex-posed to such instruction? Subjects in Study I were 115 children, preschool through second grade, from middle or upper class homes. Chil-dren were administered a 10-item objective test that measured their cognitive understanding of the rule of equity, and a two-phase behavioral test that measured application of the rule. Data test that measured application of the rule. Data were analyzed by social class, grade and sex. Results indicated a significant difference for grade: first and second grade children scored within the mastery zone showing they understood and could apply equity principles, kindergarten children scored only slightly below, and preschool children below, yet high enough to make them candidates for instruction. In Study II, 31 presschool children were randomly assigned to preschool children were randomly assigned to control and experimental groups by class and sex. Control and experimental groups by class and sex-Children in the experimental group received two lessons, each teaching two basic principles of equity. Lessons were taught using a question answer format in which children answered questions concerning situations illustrated in picquestions concerning attuations instanted in pic-tures. An adult experimenter explained why each answer was right or wrong. Children were then administered the same two-part test used in Study I five to eight days after instruction. Results indicated that the experimental group scored within the mastery level while children in the control group did not. Results are discussed. Approximately 100 pages of appendices include the tests and instructional program used. (SB)

ED 147 012 PS 009 648

Rubin, Rosalyn A. Balow, Bruce
A Longitudinal Survey of School Behavior
Problems. Interim Report No. 25.
Minnesota Univ., Minneapolis. Dept. of Minnesota Univ., Minneapolis. Dept. of Psychoeducational Studies. Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Bureau No—BR-6-1176
Pub Date Feb 77
Grant—OEC 28 48

Grant-OEG-32-33-0402-6021

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage Descriptors— *Antisocial Behavioi, Behavior Pat-terns, *Behavior Problems, Discipline Problems, Elementary Education, *Elementary School Students, *Elementary School Teachers, Location of the Company of the Company

Longitudinal Studies, "Maladjustment, Research Methodology, "Teacher Attitudes This report describes an investigation to deter-mine the frequency and consistency with which elementary school children are identified by their teachers, over a period of years, as presenting behavior problems within the school setting. A large sample of urban white children, measured on a number of school-related variables (SES, IQ, on a number of school-related variables (SES, IQ, school readiness, language development and school achievement), were followed through the course of their elementary school years. One or more teacher ratings of behavior were obtained for 1,570 children over a 7-year period. Subjects with at least three ratings were divided into three groups: No Problem, Behavior Problem, and Inconsistent Classifications. Resulting data include: (1) an analysis of behavior problems by sex and grade level; (2) cumulative rating totals; and (3) a comparison of the three subject groups on the comparison of the three subject groups on the

school related variables. Over half of all study subjects were identified as problems by some teachers but not by others, and about 3% of the population were identified as problems by each of six consecutive teachers. These and other findings are discussed. (BF)

ED 147 013

PS 009 654

Nevius, John R. Filgo, Dorothy J.

Home Start Education: A Guideline for Content

Areas. Pub Date 77

Note—23p.; Best copy available EDRS Price MF-\$0.83 HC-\$1.67 Plus Po Descriptors—*Behavioral Ob *Curriculum Guides, Group Relations, Objectives.

Frograms, Parent Child Relationship, *Parent Education, Parents, Peer Relationship, *Preschool Children, Preschool Education, *Self Esteem

Identifiers-*Project Home Start

This guide was designed for use in home edu-cation programs aimed at helping both children and parents improve their self-confidence, as a and parents improve their self-confidence, as a preliminary step toward helping children succeed at school. Specific behavioral goals for the parent trainer, the parent, and the child are presented in five areas: (1) relationship to self, (2) relation-ship to adults (in the case of children) or rela-tionship to children (in the case of adults), (3) relationship to peers, (4) relationship to materials and ideas, and (5) relationship to a group. These goals are to be met through training sessions, parents' group activities, and children's group ac-tivities. A few activities for parents to use with their children as a followup to training sessions are suggested. (JMB) are suggested. (JMB)

Training Parents as Home Teachers: A Review of Research.
Pub Date [76]

Note—38p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—Disadvantaged Youth, Group In-struction, Home Programs, Individual Instruc-tion, Intervention, Literature Reviews, *Low Income Groups, *Mothers, *Parent Child Rela-tionship, *Parent Education, *Program Effec-

This paper reviews research on parent educa-tion programs in which training efforts were focused on low income mothers. Three model strategies for training low income parents are identified: (1) individual consultation, in which a parent consultant works on a one-to-one basis with the parent-child dyad, usually in the home; (2) group consultation, in which the parent educator works with several parents simultaneously, often at an early childhood center; and (3) a combination of the two. Several studies assessing the effects of each model on parent-child func-tioning are discussed. Also included is a discussion incorporating research evidence and the author's informal observations on four topics: (1) characteristics of effective parent education programs, (2) effects of these programs on parent and child behavior, (3) characteristics of parents who benefit from such programs, and (4) dif-ferential effects of various programs on parent populations having varied characteristics. A six-page bibliography is included. (JMB)

Anderson, Linda M. And Others
Relationships Between Teacher and Observer Adjective Descriptions and Teacher Pe. ceptions of
Student Characteristics. Report No. 75-24.

Texas Univ., Austin. Research and Development
Center for Teacher Education.

Spons Agency—National Inst. of Education
(DHEW), Washington, D.C.
Pub Date [75]
Contract—NIE-C-74-0089; OEC-6-10-108

Note-121p.; Tables may be marginally legible due to print size EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Elementary Education, Elementary School Students, Elementary School Teachers, Expectation, *Measurement Techniques, Per-sonality, *Rating Scales, Research, *Student Characteristics, *Teacher Attitudes, *Validity Characteristics, *Teache Identifiers—* Halo Effect

Identifiers—*Thaio Effect
This study compares teacher and observer adjective descriptions of student chrracteristics to teacher rankings of the same students' characteristics on a series of 13 rating scales. Data re-

ported were collected as part of the Student At-tribute Study, a 2-year investigation designed to identify student characteristics which are associated with certain teacher attitudes and expectations. Student subjects were children in grades 2 through 5 who had received consistent teacher 2 through 5 who had received consistent teacher rankings over a 2-year period on scales describing such characteristics as self control, happiness, achievement, maturity, and creativity. At the end of the second year, in a free-response situation, teachers and observers provided short adjective descriptions of the most salient characteristics of each child. An analysis of adjective descriptions givers for children who were ranked at the high, middle, and low positions for each scale showed that the scales had high face validity and that teachers had probably been considering appropriate characteristics when ranking students on each scale. However, certain adjectives (especially those describing intelligence) were significantly related to several scales, suggesting ificantly related to several scales, suggesting that they might comprise a cluster of attribute which produced a "halo effect." Approximatel 60 pages of data are included. (Author/JMB)

ED 147 016 PS 009 658

Travers, Jeffrey And Others
National Day Care Study Second Annual Report,
1975-1976: Phase II Results and Phase III

Design.
Abt Associates, Inc. Cambridge, Mass.
Spons Agency—Office of Child Development (DHEW), Washington, D.C. Day Care Services Div.; Office of Human Development (DHEW), Washington, D.C.

Pub Date Apr 77 Contract—HEW-105-74-1100

ote-111p.; For First Annual Report, see ED

EDRS Price MF-\$0.83 HC-\$6.01 Plus Posta Descriptors—*Annual Reports, Class Size, *Day Care Programs, *Early Childhood Education, *Educational Policy, *Educational Research, *Federal Programs, Research Design, Research Methodology, Student Teacher Ratio, Teacher

Identifiers-National Day Care Study, *Staff

Child Ratio

This second annual report of the National Day Care Study (NDCS), a 3-year study funded by the Office of Child Development, describes the work of the NDCS during Phase II of the study (Sept. 1975 through Sept. 1976). The study was designed to answer policy questions concerning the effect of child ratio and other regulatable center characteristics on child development, per child cost, and cost effectiveness of centers. child cost, and cost effectiveness of centers. Chapter 1 of this report discusses the design and sample of the study. Policy variables are explored in Chapter 2. They include staff qualifications, staff/child ratio and group size, and other regulatable center characteristics (physical environment, program orientation, supplemental services, etc.). Chapter 3 discusses the selection of child variables to be measured and instruments used, observation of caregivers and children, and parent interviews. Chapter 4 presents a status reparent interviews. Chapter 4 presents a status report of the financial analysis of the study. Chapter 5 presents Phase III design and data collection procedures. Included in Phase III will be a 49-center quasi-experiment and an eight-center experiment. Appendices include NDCS measurement and analysis methodology, descriptions of the national supply study and infant care study, and lists of the consultant panel, OCD staff and consultants and NDCS staff. (SB)

ED 147 017

Spelke, Elizabeth S. Owsley, Cynthia J.
Intermodal Exploration and Perceptual Knowledge in Infancy.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.

Pub Date Mar 77 Grant—NICHHD-5T01-HD00381-05; NSF-

Note—29p.; A version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

October 10 November 20, 1971)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—"Age Differences, "Auditory Discrimination, "Concept Formation, Eye Fixations, Fathers, Fundamental Concepts, "Infant Behavior, "Infants, Mothers, Research Identifiers—"Intermodal Exploration

This report describes two exploration studies which examined the development of infants' intermodal knowledge by examining infants' auditorily guided visual search for objects. Experiment 1 examined intermodal search for the mother and father by 9 infants at each of three age levels: 3, 5, and 7 months of age; the final sample was 23 infants. Experiment 2 examined the search by 36 four-month-old infants for their mothers and fathers or for their mothers and either a familiar or unfamiliar adult woman. All either a familiar or unfamiliar adult woman. All infants participated in both a tape-recorded and a live voice episode in which they sat with their two parents in view and heard each parent speaking in turn. In the tape-recorded voice episode, neither adult was seen to speak and neither was positioned in the apparent spatial direction of the sound. In the live voice episode, the auditory and visual information for speech by each parent was collocated and temporally synchronous. The infants' visual search for the parents was observed in each condition. Results were interpreted as in each condition. Results were interpreted as showing that older infants revealed intermodal knowledge of the mother and father through their visual search for the parent whose tape-recorded voice was played. Although the behavior of the 3-4-month-old infants was less consistent, it was concluded that they also appeared to engage in some auditorily guided looking. Results indicate that infants' exploration can be guided by the intermodal relationships they have come to know.

ED 147 018

Van Camp, Sarah S.

The Kindergarten Child's Perception of Social

PS 009 663

Reality. Pub Date [74]

Note—24p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Posta

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors. *Childhood Attitudes, Childhood Interests, *Comprehension, Early Childhood Education, Early Experience, Family Life, Fantasy, *Group Discussion, *Kindergarten Children, Parent Responsibility, Police, *Social Attitudes, Social Differences, Surveys, *Television Visusing Violence, *West. Viewing, Violence, War

This paper presents a survey of kindergarten children's understanding of social issues. Approximately 350 children from 14 kindergarten classes participated in taped small group discussions with a female interviewer. The classes involved in the study included 11 public school kindergarten classes, two inner city day care center programs and one university laboratory school class. The interviews with the children included discussions of television preferences, television program reali-ty, understanding of news programs, attitudes towards the police, use of guns and gun owner-ship, understanding of the concept of war, family composition, work and unemployment. The chil-dren were also asked about the most exciting dren were also asked about the most exciting thing that had happened in their neighborhood in the last few weeks. Children's responses to these questions are discussed and transcriptions of sample interviews are presented. Results are discussed in terms of the role of television in children's lives and in terms of parents' responsibility for child guidance. (BD)

ED 147 019 PS 009 666

Butler, Annie L. Tender Topics: Children and Crises.

Pub Date Apr 77

Note-16p.; Paper presented at the Annual Study Conference of the Association for Childhood Education International (Minneapolis, Minnesota, April 10-13, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Posta Descriptors—Behavior Patterns, Childhood Needs, *Children, Cognitive Development, Comprehension, *Death, *Divorce, *Emotional Adjustment, Emotional Response, Family Role, Grief, *Hospitalized Children, Parent Attitudes, Prisoners, *Reactive Behavior, School Phobia, Self Expression, Teacher Role

Children's responses to stressful events are Children's responses to stressful events are discussed in this paper. The paper describes children's feelings about and reactions to death, divorce, hospitalization and parent imprisonment. School phobias are also discussed. Age differences in reactions to these crises are described and discussed in terms of general cognitive development and developmental stages. It is sug-gested that adults can help children cope with crisis situations by providing accurate informa-tion, by encouraging the expression of feelings and by managing their own feelings and attitudes

towards these same events. The paper also describes ways in which outside supportive services, teachers, initial family relationships and family life education can affect the child's responses to a crisis situation. (BD)

ED 147 020

PS 009 667

Razel, Micha
The Evidence Against Learnability of Early Motor
Skills Reconsidered. Pub Date Aug 77

Salis Reconsidered.

Pub Date Aug 77

Note—16p.; Filmed from best available copy; Paper presented at the Annual Meeting of the American Psychological Association (85th, San Francisco, California, August 26-30, 1977)

EDRS Price MF-\$0.83 HC-\$1.87 Plus Postage.
Descriptors—Child Development, Data Analysis, *Early Experience, Hopi, Infant Behavior, *Infants, *Learning Theories, *Maturation, *Motor Development, Progressive Retardation, Psychomotor Skills, *Research, Retardation, Sensory Deprivation, Skill Development, Theories, Training, Twins

This paper attempts to refute the assumption that early motor development is determined genetically and is not influenced by environmental factors. The paper re-examines three studies which are consistently cited as providing evidence for a maturational theory of motor development:

which are consistently cited as providing evidence for a maturational theory of motor development: the "early training study" by Gesell and Thompson, the "swaddling study" by Dennis and Dennis, and the "deprivation study" by Dennis. A reanalysis of the Gesell and Thompson data indicates that after the training of both twins, the performance of the twin who had received the greater amount of training significantly exceeded that of the control twin. These differences disappeared only when the twins had reached a per-formance ceiling. In the Dennis and Dennis "swaddling study", both the swaddled and the un-swaddled babies were retarded in motor development. The present paper argues that this result can be interpreted as providing support for the view that a lack of learning experiences can impede motor development. Data from the "deprivation study", in which two twins were raised in virtual isolation from 2-14 months of age, indicated that the twins were consistently re-tarded in their motor development during the course of the study and that this retardation incourse of the study and that this retardation in-creased the longer the twins remained in isola-tion. According to the present paper, data from all three of these studies indicate that motor development can be accelerated by training and slowed down by conditions of deprivation. (BD)

PS 009 671 Planning for Oregon's Future: Making Policies Af-fecting Children.

Governor's Task Force on Early Childhood

Development, Salem, Oreg.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Dec 76

Grant-OCD-H0087

Note—90p.; Not available in hard copy due to print quality of original EDRS Price MF-\$0.83 Plus Postage. HC Not

print quanty of originas
EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.
Descriptors—Administrative Agencies, Agency
Role, "Child Advocacy, Child Development,
"Childhood Needs, Early Childhood, Local
Government, "Needs Assessment, Organizational Development, "Planning Commissions,
"Policy Formation, Public Policy, "State Agencies, Youth Agencies
Identifiers—"Oregon
This report presents the findings and recommendations of an Early Childhood Development
Task Force established in 1974 by Governor
Straub of Oregon. The Task Force was
established to study the need for a centralized
structure or agency to determine policies and
plan programs in child development for Oregon.
The Task Force was also requested to submit
recommendations for the design of such a struc-The Task Force was also requested to submit recommendations for the design of such a structure. In determining need, the Task Force considered both the problems and needs of families and the ability of existing structures to meet those needs. According to the report, a need for a centralized structure did exist. As a result, the Task Force recommended the establishment of an independent. Office for Children to featuring independent Office for Children to function within the Governor's Office. In addition, the report recommended the establishment of district and local councils to function cooperatively with the State Office. Also included in the report are recommendations for the development and functions of these structures as well as analyses of present policies and problems facing children and families in Oregon. Appendices cover various aspects of the operation of the Task Force. (BD)

PS 009 673 Carpenter, Phoebe And Others
Community Coordinated Child Care for Central Florida, Inc. Operations Manual.
Community Coordinated Child Care (4-C) for Central Florida, Inc., Orlando.

Pub Date Sen 27.

Pub Date Sep 77 Note-131p

Note—131p.
EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
Descriptors—*Child Care, Child Care Centers,
*Community Services, Day Care Services,
Early Childhood Education, *Education
Finance, Equalization Aid, Manuals, *Program
Administration, *Program Descriptions, State

Federal Aid

Federal Aid Identifiers.—*Community Coordinated Child Care This manual outlines the operation of a 4-C program designed to provide child care services for all children requiring such services by providing financial assistance to parents unable to afford child care fees. Fees are paid directly to child care centers and may cover total care or make up the difference between the parent's ability to nay and the fee required by the center. make up the difference between the parent's ability to pay and the fee required by the center. The program is based on the premise that public funding should not be used to operate centers, but rather to enable parents to purchase her/his own child care and that this arrangement is both preferable to parents and less expensive to the state. Chapter I discusses the parent, center, and community systems that are part of the 4-C program. Chapter II, the bulk of the paper, outlines the activities needed for each (parent, center. the activities needed for each (parent, center, community) system. Chapter III discusses the roles of 4-C staff in arranging for these activities. Chapter IV outlines the structure of the 4-C organization, and discusses its relation to government agencies. (SB)

ED 147 023

Gibson, Eleanor J.

The Ecological Optics of Infancy: The Differentia-tion of Invariants Given by Optical Motion.

Pub Date Aug 77
Note—23p.; Paper presented at the Annual Meeting of the American Psychological Association (85th, San Francisco, California, August 26-30,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Posta

Descriptors—*Infant Behavior, *Infants, *Motion, *Perceptual Development, Research, Theories, *Visual Literacy, *Visual Perception Identifiers—*Habituation

This paper deals with research on the development of infants' ability to perceive invariant features of things and the relation of objects to be designed. tures of things and the relation of objects to both the spatial layout of the infants' environment and to themselves. Basic assumptions regarding the perception of invariance are discussed and a theoretical view of the role of motion in the development of invariance perception is described. Two types of continuous change from which infants can extract information about in-variance are identified: (1) transformations in which the perspective of solid objects changes in-dicating object rigidity and (2) deformations in dicating object rigidity and (2) deformations in which the shape of objects changes, indicating object elasticity. Three experiments are described in which the information extracted by infants from these two types of changes was examined. Subjects in these experiments ranged in age from 3- to 5-months of age and a habituation-dishabituation paradigm was employed. Results of these experiments were interpreted as showing these experim ents were interpreted as showing these experiments were interpreted as showing that infants at 3 months are capable of picking up two kinds of invariant properties within an event: (1) information specifying shape of an object while the object is in continuous and even changing motion; and (2) information specifying a type of motion when the objects undergoing motion are different shapes. (JMB)

ED 147 024 PS 009 676

Rosen, Jacqueline L. And Others
Early Predictors of Leadership in Women Educators: Personality and Career Over Two Decades.
Bank Street Coll. of Education, New York, N.Y. Div. of Research.

Spons Agency-Mary Flagler Cary Trust, New York, N.Y.

Pub Date Jun 77

Note—41p.; Filmed from best available copy; For related document, see ED 115 604 EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Autobiographies, *Career Choice, Career Planning, Females, *Personality, Per-sonality Assessment, *Professional Personnel, Research, Self Evaluation, *Teacher Attitudes,

*Teachers
This study was designed to determine whether
the divergent career directions of a sample of
woman educators might have been predicted
from personality-related data taken from autobiographical essays written when these educators applied for teacher training 20 years ago. Data were
analyzed for 77 educators who entered the same
graduate teacher-training institution and who
began their careers as classroom teachers. Forty
of these women are currently teaching children
and 37 work with adults in a wide range of
leadership roles within the field of childhood education. Follow-up data were collected from 46
members of the original sample (20 teachers and
26 leaders) to determine whether the groups 26 leaders) to determine whether the groups differ in their current views of themselves and their careers. Aspects of the autobiographical data examined were: (1) characterizations of the childhood self as self-directing versus reliant on others and (2) characterizations of the self-as-young adult as confident, career-oriented versus young according to the variables examined included the number and type of major life crises, birth order, attitudes toward parents, identification with role models, academic standing in school, reasons for becoming a teacher, and mode of communication. The results preferred mode of communication. The results were interpreted as showing that the differences between the teachers and the leaders were consistent with the personality-related differences revealed in their autobiographies of 20 years ago. Results are discussed in detail and conclus and implications are presented. (JMB)

ED 147 025 PS 009 677

Marksberry, Mary Lee Furthering Critical and Creative Patterns of Thought in Preschool Children Through the So-cial Studies. Pub Date [77]

Note-17p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Por

DAS Price Mr-30.03 HC-31.07 Fulls Postage.
secriptors—Cognitive Development, *Creative
Thinking, *Critical Thinking, *Early Childhood
Education, *Educational Planning, Learning
Activities, Preschool Children, *Problem Solving, Skill Development, Social Development,
*Social Studies, Task Analysis, Thought

This paper discusses the use of social studies in developing critical and creative thought in preschool children. The social studies curriculum at any age level involves three principles: the development of an understanding of the social sciences, encouragement of acceptable socio-culsciences, encouragement of acceptable socio-cui-tural behavior, and the development of critical and creative patterns of thought. This paper discusses ways in which the latter principle can be encompassed in the preschool curriculum. Creative thought is defined as thinking which leads to fresh inventions for the learner. Critical thought is described as differing from creative thought color in descriptions for the extention of the color of concept for a sectionly ight only in degree of concern for a particular solution. Problem solving is considered the best reflection of critical and creative thought. The paper describes ways in which problem solving skills are used or can be encouraged in the preschool child's everyday activities in the class-room. Also described are structured activities room. Also described are structured activities deliberately planned to encourage problem solving skills. A number of principles which should be considered in planning preschool learning experiences (particularly those designed to develop creative thought) are suggested. (BD)

ED 147 026 PS 009 680

File, Kathleen And Others

An Early Childhood Education Program: Objectives and Evaluation Processes for Use in Training Administrators, Teachers, and Teacher Aides Involved with the Pre-Kindergarten Child.

Pub Date Dec 77

Pub Date Dec //
Note—84p.

Note—84p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrative Personnel, Agency Role, *Behavioral Objectives, Child Development, *Evaluation, Paraprofessional Personnel, Preschool Curriculum, *Preschool Education, Preschool Teachers, *Resource Units, Preschool Teachers, *Resource Units,
*Training Objectives
This document contains behaviorally stated ob-

jectives and evaluation processes for use in train-

ing preschool administrators, teachers, and teacher aides. The objectives and evaluation processes are organized into three instructional units: (1) growth, development, and learning (2) curriculum and instruction and (3) the role of related agencies. (JMB)

ED 147 027 PS 009 681

Roy, Robin L. Roy, M. Aaron
Consequences of Atypical Rearing Experiences in
Humans. Pub Date Aug 77

lote—9p.; Paper presented at the Annual Meet-ing of the American Psychological Association (85th, San Francisco, California, August 26-30,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—Affective Behavior, Child Develop-ment, *Early Experience, *Environmental In-

ment, "Early Experience, "Environmental In-fluences, "Human Development, "Identification (Psychological), Infancy, Literature Reviews, "Social Development, "Social Isolation, So-cialization, Social Relations Identifiers—Feral Children, Species Indentity This paper discusses the development of spe-cies-identity in humans, emphasizing the in-fluence of environment vs. heredity. The cases of two feral children, and three children raised with two feral children, and three children raised with two teral children, and three children raised with imited human contact are presented and research concerning institutional upbringing is discussed. These reports all imply or state that reduced contacts with humans will lead to long term disruption of social and affiliative behaviors. Different theoretical positions on human development are surveyed. It is concluded that species identity in humans is crimarily expressmentally. identity in humans is primarily environmentally determined. Ramifications of this statement are suggested. (SB)

ED 147 028 Benninga, Jacques S. Meredith, Ruth
Enhancing Young Children's Moral Judgments:
The Piagetian Connection.
Pub Date Nov 77
Notes 25 p. Personnel

Note-25p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Chicago, Illinois, November 10-13, 1977)

November 10-13, 1977)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Class Activities, *Developmental
Stages, Egocentrism, *Elementary Education,
*Learning Activities, Mental Development,
*Moral Development, Parent Influence, *Self
Concept, Student Teacher Relationship,
*Teacher Role, Theories
Identifiers—*Piaget (Jean)
The first part of the paper presents a description of Piaget's theory of moral judgment and
makes a case for the relationship between the
theory and the phenomenological approach to
self concept development. It is proposed that
both the development of self concept and moral both the development of self concept and moral judgment are greatly influenced by the examples of and interaction with significant others and that there is a parallel relationship between this in-teraction and moral development. Research related to parents, teachers, and schools is presented. The second part of the paper presents ideas for teachers of kindergarten through sixth grade which the authors feel will enhance the self concept and the moral judgment of students. Ideas for utilizing commercial and noncommer-cial activities are presented. (Author/SB)

ED 147 029 Nevius, John R. Jr. Filgo, Dorothy J.
Parents Can Tell Teachers About Teaching.

Pub Date Apr 77
Note—12p.; Paper presented at the Annual Study
Conference of the Association for Childhood
Education International (Minneapolis, Min-Education International nesota, April 10-13, 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Affortive Behavior, B

Descriptors—Affective Behavior, Behavior Change, *Child Rearing, *Effective Teaching, Literature Reviews, *Parent Role, *Teacher Behavior, Teacher Influence, *Teaching

Models
In this paper it is argued that successful parenting techniques can be applied by classroom teachers to increase their teaching effectiveness. Based on a review of research on effective parenting, three factors were identified as being especially important to parenting success: (1) the use of affect when controlling children, (2) the organization of the setting for learning, and (3) the verbal direction and organization of the child's work. Each of these factors is discussed,

relevant research is cited, and implications for teaching are presented. (JMB)

ED 147 030 PS 009 685 The Southeastern Day Care Project's Evalu

Report.
Southern Regional Education Board, Atlanta, Ga.
Spons Agency—Donner (William H.) Foundation.; Office of Child Development (DHEW),
Washington, D.C.; Social and Rehabilitation
Service (DHEW), Washington, D.C.
Pub Date 74

-303p.; For related document, see ED 078

943
EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.
Descriptors—Child Care Centers, "Day Care Programs, "Demonstration Projects, "Early Childhood Education, "Federal Programs, Program Development, "Program Evaluation, "State

ifiers—Southeastern Day Care Project Identifiers—Southeastern Day Care Project
This paper reports on seven day care centers established through the Southeastern Day Care
Project to provide state child welfare agencies with experience in developing day care programs and providing program administrators with information for program planning and development. The project was funded by the Donner Foundation and the Office of Child Development. Dissemination of information about the programs and training for day care staff members were other project goals. Part I is an overview of project philosophies and objectives concerning location, staffing, costs, and related services of cenand training for day care staff members were other project goals. Part I is an overview of project philosophies and objectives concerning location, staffing, costs, and related services of centers. Part II reports on how well centers established through the project satisfied project objectives for children. Specifically considered were these topics: who was served, how well the total child care needs in one family were met, length of enrollment and withdrawal reasons, children's progress on developmental objectives, infant progress, the social and personal adjustment of school age children in the programs, and children's progress on health objectives. Part III considers the project's objectives for families, specifically: how well enrollment purposes were met, changes in family income, training for family members, strengthening of parent child relationships, how living patterns changed, and progress on family problems. Part IV reports on parent involvement in and commitment to the program. Part V reviews the fulfillment of community objectives. Included are 68 tables. Appendices include evaluation instruments and records, and project forms and publications. (SB)

ED 147 031 PS 009 686 Eiduson, Bernice T. And Others Single Versus Multiple Parenting: Implications for

Intaney.

Spons Agency—Carnegie Corp. of New York,
N.Y.; National Inst. of Mental Health
(DHEW), Rockville, Md.; Public Health Service (DHEW), Washington, D.C.
Pub Date Aug 77
Grant—CC-B-3970-04; NIMH-K05-MH-7054105; USPHS-2-R01-MH-24947-04

Note—11p.; Paper presented at the Annual Meet-ing of the American Psychological Association (85th, San Francisco, California, August 26-30,

Development, Social Development, Parich Family, Preschool Education, Research, Social Development, Collective Settlements, "Comparative Analysis, Early Experience, Emotional Development, "Family Influence, "Infants, "Life Style, Motor Development, Nuclear Family, One Parent Family, Preschool Education, Research, Social Development, Social Devel

Development
This study, part of a naturalistic longitudinal
study of infants being reared in a variety of family life styles, attempted to establish the extent to which differing parenting patterns affected early developmental outcomes. Subjects were 200 in-fants: 50 of single mothers who headed their family units, 50 of mothers in communal living ups, and 100 of two-parent nuclear families. parents were Caucasian and from middle class All parents were Caucasian and from middle class or stable working class families. Infant development was assessed at eight months and one year of age. Four measures were derived from scores obtained on the mental and motor Bayley Scales of Infant Development (administered at eight months and one year) and four from the Stranger Situation Test (administered at one year). Parenting mode was analyzed in relation to Bayley and Stranger Test Scores, and 52 items on caretaking practices gleaned from home observation and parent reports. Although results indicated significant but not strong relationships between Bayley Scores and three of the caretaking factors, it was concluded that at one year of age, children being reared in widely varying life styles do not differ significantly on measures of intellectual development or separation responses. (SB)

ED 147 032 PS 009 687 aries of the State-of-the-Art Position Papers on Day Care.

Texas State Dept. of Public Welfare, Austin. Spons Agency—Department of Health, Educa-tion, and Welfare, Washington, D.C. Pub Date Jul 77

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

School Day Care, secriptors—After School Day Care, *Certification, Child Care, Child Care Wor-kers, *Day Care Services, Early Childhood Education, Elementary School Students, *Federal Regulation, Government Role, Rers, "Day care services, Early Education, Elementary School Students, *Federal Regulation, Government Role, Health, Infants, Parent Participation, Physical Environment, *Preschool Children, *Public Policy, Safety, Staff Utilization, *Standards, State Federal Aid, *State of the Art Reviews Identifiers-After School Day Care, *Federal In-

teragency Day Care Requirements This review consists of summaries of 20 position papers presenting varying viewpoints on aspects of the Federal Interagency Day Care aspects of the Federal interagency Day Care Requirements (FIDCR). Among the authors represented are Gwen Morgan, Edward Zigler, Greta Fein, Henry Ricciuti, Urie Bronfenbrenner, Jerome Kagan and Elizabeth Prescott. Seven of the position papers deal with legal aspects, administration, and the role of governments in the regulation of day care. Four papers are concerned with the impact of day care on infants and preschoolers. Health, safety and environmental issues in day care were covered in three other papers. The remaining six papers cover staffing issues, school age day care, the impact of FIDCR on families and marketplace issues. (Author/BF)

PS 009 688

Schaefer, Earl S.
Professional Paradigms in Programs for Parents and Children.

Pub Date Aug 77
Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (85th, San Francisco, California, August 26-30,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Post Descriptors—*Children, Development, Family (Sociological Unit), Human Services, Mental Health, *Models, *Parents, Pathology, *Professional Services, *Programs, *Theories

This paper discusses two paradigms which shape the policies and programs involved in the provision of professional services for parents and children. The paradigm identified as most influenchildren. The paradigm identified as most influen-tial in this area in the past is characterized as in-corporating an individualistic, pathological per-spective. The programs associated with this paradigm are described as emphasizing; (1) provision of services to the isolated individual; (2) contribution of professionals within their own institutions; and (3) treatment, amelioration, or remediation of deficiencies and deviations. The possibility that this paradigm may be counter-productive to child and family mental health is cussed and relevant research is cited. The new paradigm which is emerging from research on parents and children is characterized as a socioecological, developmental paradigm. Programs developed under the influence of this paradigm developed under the influence of this paradigm are described as emphasizing: (1) delivery of services within a family, community, and cultural context; (2) strengthening and supporting of family and community interaction; and (3) identification, development, and reinforcement of strengths, skills, and adaptive behaviors. Sources contributing to the development of this paradigm are identified and strategies for implementing a socio-ecological paradigm in the human service professions are discussed. (JMB)

ED 147 034
Opportunities for Adoption Act of 1977. Hearing
Before the Subcommittee on Child and Human
Development of the Committee on Human
Resources, United States Senate, Ninety-Fifth
Congress, First Session on S. 961 to Promote
the Healthy Development of Children Who
Would Benefit From Adoption by Facilitating

Their Placement in Adoptive Homes, and for

Their Placement in Adoptive Homes, and 103. Other Purposes.
Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.
Pub Date 4 Apr 77
Note—340p.; Not available in hard copy due to small print size of many sections; Many sections in appendix of the original document are copyrighted and therefore not available. They are not included in the pagination EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

DRS Price Mr. 30.3.7 ins Postage. Ht. Not Available from EDRS. lescriptors—*Adoption, Child Welfare, *Federal Legislation, *Financial Support, Handicapped Children, Social Services, *Standards, *State Federal Aid

Federal Aid
Presented are the proceedings of the April 4,
1977 hearing before the Subcommittee on Child
and Human Development of the U.S. Senate
Committee on Human Resources on the Opportunities for Adoption Act of 1977. Included are the
text of bill S. 961 and statements, letters of support and background material presented to the
committee. Pertinent articles from newspapers,
law reviews and other sources are listed but the
texts are not included because of copyright
restrictions. (SB) restrictions. (SB)

ED 147 035 PS 009 697

ED 147 035
Herbert-Jackson, Emily And Others
The Infant Center: A Complete Guide to Organizing and Managing Infant Day Care.
Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md.; National Coordination Center for Early Childhood Education, St. Ann, Mo.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77 Contract—HSMHA-MC-R-200347; NE-C-00-3-0104; NICHHD-HD-03144; USOE/OEC-0-70-

Note—224p. Available from—University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202

(\$15.75) ocument Not Available from EDRS.

Document Not Available from EDRS.
Descriptors—Administrator Guides, *Child Care, *Child Care Workers, Child Care Workers, Classroom Furniture, *Day Care Programs, Early Childhood Education, Furniture Arrangement, *Guides, *Infants, *Program Administration, Program Guides, Scheduling, Spatial Relationship, Staff Improvement, Supervisors, Supervisory Activities

tionship. Staff Improvement, Supervisors, Su-pervisory Activities

This book is a guide to organizing and manag-ing an infant day care center. Part I includes two chapters: About Infant Day Care; and Arranging Space for Babies. Part II discusses being a care-giver and includes chapters on ply; feeding; diapering; sleep; receiving/departing; and han-dling emergencies and illnesses. Part III focuses on the role of the supervisor and includes chap-ters on communicating with parents; hiring, train-ing and scheduling caregivers; maintaining quali-ty; and other supervisory duties. Part IV includes ing and scheduling caregivers; maintaining quali-ty; and other supervisory duties. Part IV includes two chapters on the different roles of administra-tors: consultant and sponsor. Appendices include reading lists, equipment and supply lists, sample information materials, and plans for building in-fant center furniture. (SB)

ED 147 036 PS 009 698

Parfitt, Rebecca Rowe
The Birth Primer: A Source Book of Traditional
and Alternative Methods in Labor and Delivery. Note-259p

Note—259p.

Available from—Running Press, 38 South
Nineteenth Street, Philadelphia, Pennsylvania
19103 (Paper, \$5.95, plus \$0.25 postage)
Document Not Available from EDRS.
Descriptors—*Birth, *Drug Education, Fathers,
Hospitals, *Medical Care Evaluation, Medical
Case Histories, *Medical Services, *Medical
Treatment, Mothers, Nurses, Physicians
Identifiers—*Midwives, Obstetrics
This book was intended to serve as a com-

Identifiers—*Midwives, Obstetrics

This book was intended to serve as a comprehensive resource volume on birth alternatives. Specific topics covered include: (1) the process of labor; (2) ideas of natural childbirth; (3) drugs, devices, surgeries, and procedures; (4) midwives and other delivery room participants; (5) facilities for giving birth: hospital, home and maternity center; and (6) childbirth education resources. Also included are a glossary of terms, a substantial annotated hibliography agreendices. a substantial annotated bibliography, appendices, and a detailed index. (JMB)

PS 009 709 ED 147 037

McCormick, Francis Michael
A Comparative Evaluation of State Day Care Per-

Pub Date 77

Note—63p.; Master's Thesis, University of Wisconsin (Madison); Tables on pages 39-56 may be marginally legible due to quality of

print
EDRS Price MF-\$0.83 HC-\$3.50 Plus Por EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Ability Identification, Child Care
Workers, *Comparative Analysis, *Day Care
Services, *Early Childhood Education, Educational Background, Evaluation Criteria, Health,
Personality, Personnel Evaluation, *Personnel
Selection, Qualifications, *Standards, *State
Legislation, Surveys, Tables (Data)
This master's thesis presents a survey of state
standards, for day care personnel using data

This master's thesis presents a survey of state standards for day care personnel using data gathered from copies of general state day care requirements. Requirements for day care teachers are organized into five categories: health, education, abilities, personality and extraneous variables. Five questions are asked in the survey concerning minimal state requirements, most frequently mentioned specific and general requirements. frequently mentioned specific and general requirements, personality requirements and whether a set of personality traits could be identified from survey responses. The survey indicated that standards were highly variable across states. Among other results, the survey indicated a ranking of priorities across states. Health, education, extraneous, personality and ability ranked from most to least important as state concerns. Although previous research had indicated the importance of personality variables in teacher per-formance, these traits were not emphasized in many state requirements. Important personality traits mentioned most frequently, however, in-cluded Good Character, Understanding and Emotional Maturity. Tables are presented which allow comparisons of specific and general requirements across states. Relevant research an data on day care are also reviewed. (BD)

PS 009 710

ED 147 038 PS 009 710

Henslee, Tish Jones, Peg

Freedom of Reach for Young Children: Nonsexist
Early Childhood Education.

National Foundation for the Improvement of
Education, Washington, D.C. Resource Center
on Sex Roles in Education.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Women's Program Staff.

Pub Date 77

Pub Date 77 Contract—300-75-0256

Note-62p.; Pages 29-52 may be marginally legible due to type size

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01778-4, \$2.10)

\$2.10)
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage. Descriptors—Community Involvement, *Early Childhood Education, *Educational Change, Educational Objectives, Educational Practice, *Educational Programs, Family Involvement, Learning Activities, Needs Assessment, *Program Design, Resource Materials, *Sex Discrimination, *Sex Role, Sex Stereotypes, So-

Discrimination, "Sex Rote, Sex Stereotypes, So-cial Change, Socialization, Teacher Role Identifiers—"Nonsexist Education This handbook presents ideas for developing nonsexist early childhood education programs for young children. The book is organized into six sections. Section I presents some background in-formation, including definitions of terms, discus-sions of current attitudes towards and implications of nonsexist education, traditional and non-traditional roles of men and women, and a sum-mary of current issues facing nonsexist education. Section II describes the effects of socialization practices and education on children's sex role development. Section III discusses the goals of development. Section III discusses the goals of the programs, the assessment of current needs and planning for changes in educational prac-tices. Section IV describes specific goals and recommended actions for freeing children from sex stereotyping in the schools. Section V presents ideas for learning activities with specific nonsexist objectives. Section VI describes ways in which secretary at the comment of the comments of the com-ments of the comments of the comments of the comments. which parents and the community can become involved in nonsexist educational goals. The report also includes an annotated bibliography of resources related to nonsexist education which are available to parents and teachers. (BD)

ED 147 039 PS 009 713

Playground Equipment Guide: For Teacher, Park and Recreation Directors, Parents, Youth Leaders, and Other Concerned Adults.

Consumer Product Safety Commission, Washington, D.C. Pub Date [77]

Pub Date [77]
Note—19p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—"Accident Prevention, "Equipment Evaluation, "Equipment Maintenance, Guides, Play, "Playgrounds, "Safety, Safety Education Play, "Playgrounds, "Safety, Safety Education This guide was designed to assist parents, teachers, youth leaders, and park and recreation directors in the safe selection, use, installation, maintenance and repair of playground equipment. The nature and necessity of children's play are discussed briefly and information is presented on four main types of playground equipment: (1) swings, (2) slides, (3) climbing apparatus and (4) seessaws. Nine especially dangerous features of seesaws. Nine especially dangerous features of playground equipment are identified and pictured. (JMB)

RC

ED 147 040 RC 010 088

Billingsley, Raymond Lee
An Assessment of the Social Studies Achievement
of Thirteen-Year-Olds in Rural Public Schools
of North Mississippi.
Pub Date Aug 76
Note—205p.; Ph.D. Dissertation, University of

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage. Descriptors—Adolescents, Blacks, Caucasians Comparative Analysis, Doctoral Theses, Educa tional Objectives, National Norms, Per-formance, *Racial Differences, *Rural Youth, Secondary School Students, *Sex Differences, *Social Studies, *Tests

*Social Studies, *Tests Identifiers—*Mississippi (North), *National Assessment of Educational Progress
To evaluate the extent of acceptable responses, 58 National Assessment of Educational Progress (NAEP) social studies exercises were administered in 1975 to a random sam ministered in 1975 to a random sample of 13 year olds attending schools in north Mississippi communities no larger than 3,500 persons. multiple matrix sampling technique was used for both the 390 students from randomly selected schools and the exercises. Data were analyzed according to male-female and black-nonblack extreme rural samples. No significant achievement difference was found between Mississippi males and females; however, nonblacks generally per-formed at higher levels than blacks. Mississippi formed at higher levels than blacks. Mississippi students generally gave fewer acceptable responses than those in the NAEP sample. Further research was recommended to explain the disparity between Mississippi and national samples, to explain the generally low performance of Mississippi black youths, to verify results by administering NAEP social studies exercises released in 1976, and to show to what extent month Mississippi rural educators accept. NAEP released in 1970, and to snow to what extent north Mississippi rural educators accept NAEP social studies objectives. It was also suggested that the Mississippi Department of Education evaluate NAEP objectives for potential usefulness in statewide assessment. (RS)

ED 147 041 RC 010 096 Fiske, Emmett P.

Evaluation of Cooperative Extension Efforts at the County Level: The University of California Ex-Pub Date 77

Pub Date 77

Note—23p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, Wisconsin, September 1977). Table 2 may not reproduce well due to small print size of original document; Best copy available EDRS Price MF-50.33 HC-\$1.67 Plus Postage.

Descriptors—Agency Role, *Agriculture,

Descriptors—Agency Role, "Agriculture, Budgets, Correlation, Economically Disadvantaged, "Extension Education, Farmers, Manpower Utilization, "Needs, "Program Evaluation, "Rural Population, "Social Development, Specialization, Technology Identifiers—Traditionalism, "University of

California County-level data were gathered on California's agricultural-social co.:ditions and the University of California's Cooperative Extension specializations, budgets, and manpower to measure the em-

pirical relationship existing between the two. The agricultural and social data were treated as independent variables, while the Cooperative Exten-sion information constituted the dependent varia-bles. It was hypothesized that there is a positive sion information constituted the dependent variables. It was hypothesized that there is a positive
relationship between the various Extension inputs
and the agricultural and social needs at the county level. Three agricultural-social factors derived
from an unpublished paper by D. MacCannell
were employed to obtain correlations; these factors were: modern rational agriculture; rural
isolation and poverty; and traditional family farming. Using the PA2 option of the SPSS computer
statistical package with varimax rotation, zeroorder correlations, means, and standard deviations of the Cooperative Extension dependent
variables were obtained. Results indicated that
Cooperative Extension specializations, budgets,
and manpower: correlated quite positively with
the modern rational agriculture factor; showed almost no correlation with the traditional family
farm factor; and had a strong negative correlation
with the rural isolation and poverty factor. It was
concluded there are sectors of California society
which can be better served by this institution.
(JC) (JC)

RC 010 114 Geurin, Virginia And Others
Adjustments to Modern Society by Youths from Rural Areas: A Longitudinal Analysis, 1965 to 1971. Bulletin 820.

Arkansas Agricultural Experiment Station, Fayet-teville.

pons Agency-Economic Research Service (DOA), Washington, D.C. Economic Developent Div.

Pub Date Apr 77

Pub Date Apr 77
Note—25p.; Not available in hard copy due to small print size of original document
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Academic Aspiration, *Adjustment (to Environment), Blacks, Caucasians, Comparative Analysis, *Employment Level, Futures (of Society), Grade Point Average, High School Students, Labor Market, *Longitudinal Studies, Males, *Occupational Aspiration, Place of Residence, *Racial Differences, Rural Schools, *Rural Youth, Self Concept, Seniors, Southern States Southern State Identifiers-* Arkansas

To determine how well rural youths were adjusting to modern society, a study on educational and occupational aspirations of male high school seniors from two counties in Southwest Arkansas seniors from two counties in Southwest Arkannas was begun in 1965 and completed in 1972. A major finding in the first stage was that 70% of the 165 seniors (121 Whites, 44 Blacks) overaspired for their capability levels. In the follow-up in 1971, in which 126 responded (102 Whites, 24 Blacks), data revealed poor correspondence between occupational aspirations and actual achievement. Occupational attainment proved primarily to be a function of three variables: high school grade point average, residence outside Arkansas, and White racial identity. The study at both stages showed noticeable discrepansations. outside Arkansas, and White racial identity. The study at both stages showed noticeable discrepancies between reapondents' occupation plans and labor distribution for Arkansas and the nation. Differences between 1965 plans and 1971 outcomes were mainly functions of self-perceived job ability, residence, and perceived opportunity for job advancement. The mismatch between aspirations and attainment showed the need for high schools, as important agents in rural development, to provide more effective occupational counseling so students could realistically evaluate potential jobs. High schools should also better educate students for employment needs. (RS)

ED 147 043 95 RC 010 118

Redcorn, Charles H.

Anadarko Public Schools Title IV Part A, Indian
Education Project "ACT" 1978-76 Project
Evaluation.

EVALUATION.
Anadarko Public Schools, Okla.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Office of Indian Education.
Pub Date 76 -27p.; For related document, see RC 010

119

EDRS Price MF-80.83 HC-\$2.06 Plus Postage.
Descriptors—Academic Achievement, *American Indians, *Attendance, Career Awareness, *Educational Objectives, Elementary Secondary Education, Employer Attitudes, *Program Effectiveness, Program Evaluation, School Ac-

103

tivities, School Community Programs, Tutoring,
"Work Experience Programs Identifiers—Anadarko Public Schools OK, Oklahoma (Anadarko), "Project ACT Project ACT aims (1) to improve the class attendance of American Indian students, (2) to make students' school experience more relevant to life and work, (3) to assist Indian students to experience success in school by providing them with assistance relating to their academic programs, and (4) to provide supportive financial assistance to Indian students with special needs. This report presents information on how well these objectives were achieved during the 1975-76 school year. During the year, the project provided the students with work experience, and tutorial assistance in math, English, science, and history. Eight newsletters (400 issues of each) were mailed to parents with information on services available to them, how to use these services, the procedures for visiting the schools, and other the procedures for visiting the schools, and other matters such as the Title IV Election. Outside speakers were brought to discuss various careers and opportunities with the students. Although there was a careful description. and opportunities with the students. Although there was an overall drop in average number of days attended, the number of students counted was greater. Students participating in the project had a higher grade point average (GPA). With the improvement in GPA and the slight decrease in attendance and the job training, it was apparent that the Work-Experience Program helped to reach all four of the project's objectives. There was also an increase in Indian participation in school activities. This participation in school activities was shown to be a factor in improved attendance and grades. (NO) tendance and grades. (NQ)

ED 147 044 95 RC 010 119 ED 147 044
King, James B. Doyle, Tom
An Evaluation of Project 'ACT', Anadarko Public Schools, June 1977.
Anadarko Public Schools, Okla.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Office of Indian Education.

Pub Date Jun 77

Note—47p.; For related document, RC 010 118 EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Advisory Committees, *American Indians, Ancillary Services, *Attendance, Career Awareness, Elementary Secondary Education, Enrollment, *Program Attitudes, *Program Effectiveness, Program Evaluation, Questionnaires, School Community Programs, School Holding Power, *Tutoring, *Work Experience Programs Identifiers—Anadarko Public Schools OK, Oklahoma (Anadarko), *Project ACT Project "ACT" [Attendance, Career Awareness (Work Experience), and Tutorial Assistance] is basically designed to keep American Indian students involved in school by helping them to experience success in school and giving them a tamelishe account.

them to experience success in school and giving them a tangible reason for completing their edu-cation. Project objectives, which were determined from a needs assessment conducted in the community and schools, are to improve the class at-tendance of Indian students, to make the Indian tendance of Indian students, to make the Indian students' school experience more relevant to life and work, to assist Indian students to experience success in school by providing them with assistance relating to their academic programs, and to provide supportive financial assistance to Indian students with special needs. The project was evaluated via project recorded data and sur-vey questionnaires administered to the students, parents. work experience businesses, and staff. vey questionnaires administered to the students, parents, work experience businesses, and staff Each questionnaire contained items designed to seek responses that indicated the program's effectiveness and ideas for future planning. The program made minimal impact in the elementary grades; the program's major thrust was at the secondary level. The report presents information on the Indian student attendance, the geographic location of the student population, the students who participated in the work objective, the 15 outside speakers included in the program, supportive services rendered, how each objective was met, the Parent Advisory Committee, and the met, the Parent Advisory Committee, and the survey responses. (NQ)

ED 147 045 RC 010 124 Streiff, Paul R.
Evaluation Report of the Busby School Title IV

sby School, Mont.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education. Pub Date Jun 77

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

American Indians, Community In-EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*American Indians, Community Involvement, Cultural Education, Educational
Assessment, Elementary Secondary Education,
Federal Programs, Instructional Programs,
Parent Participation, *Program Content,
*Program Validation, School Community
Cooperation, *Supplementary Education
Identifiers—*Indian Education Act 1972,
*Montage Ruseby. Northern Chessenses

Identifiers—*Indian Education Act 1972,
*Montana (Busby), Northern Cheyennes
In the 1976-77 school year, the Title IV Program included 11 components: continuation of
the Parent Advisory Committee; sponsorship of 4
community/school feasts centered around Title
IV concerns; employment of classroom aides;
development of cultural instructional objectives
and materials; elementary school counselor to
help meet the most serious problems identified as
"students' lack of interest", "attendance", and
"use of drugs and alcohol"; provision of inservice
training; provision of a "transitional English" program for the high school; expansion of the high
school's home agriculture program; a community gram for the high school; expansion of the high school's home agriculture program; a community recreation program; instructional materials and media center and services; and administration of the Title IV Program. Program evaluation was conducted using questionnaires, checklists, on-site observations, individual interviews and infor-mal conversations held with the school staff, and mal conversations held with the school staff, and with members of the parent committee and the School Board. In general it was concluded that the Title IV Program had been effectively and conscientiously administered during the year, and that several program components had really captured the essence of meeting the special educational needs of the Northern Cheyenne people. Program weaknesses included a tendency toward proliferation of components: the recreation proferation of components; the recreation program's weaknesses with staffing continuity, specification of objectives, recordkeeping, and facilities; and the lack of understanding of the importance of sequenced, well-formed objectives in a good education program. (NQ)

ED 147 046 RC 010 130

Whalen, Roz, Ed. Whaten, NOZ, 2.d.
Conference on Rural America Proceedings
(Crookston, Minnesota, July 15, 16, 17, 1976).
Governor's Rural Development Council, St. Paul,
Minn.; Minnesota Bicentennial Commission, St.
Paul.; Minnesota Humanities Commission, St.

Pub Date 15 Jul 76 Note—131p. EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Conference Reports, Continuous Learning, "Economics, Energy, Farm Manage-ment, Federal Government, "Federal Legisla-tion, "Futures (of Society), Health, Housing, Land Use, "Natural Resources, Political Issues, Pollution, "Rural Education, Rural Population,

Rural to Urban Migration, Rural ropulation, Rural to Urban Migration, Speeches, Telecommunication, *Values Presentations by nationally and internationally known speakers are in proceedings from the three-day conference. Rural futures; people, land, water, and education and economics are and water; and education and economics are major topics reported from the conference, which was designed to increase issue awareness among rural residents, increase dialogue among rural residents and between them and legislators, and awaken rural residents to their ability to solve their problems through planning and affecting legislation. The edited speeches deal with such issues as rural to urban migration, small farm versus large farm, feeding the world, pollution control, lifelong education, moral values, governmental policies affecting rural areas, the rural family, and future impact of telecommunications on rural and urban America. Also included are remarks from speakers at special sessions on rural housand water; and education and economics are from speakers at special sessions on rura ing, energy, rural health, taxation, and myths about rural America. The preface summarizes legislative recommendations from discussion groups on land use, education as a vehicle for change, nurturing traditional values through edu-cation and mass media, "rural hot-lines" to legislators, checks and balances on bureaucracy, and free markets and adequate capital expansion.

ED 147 047 RC 010 131 Kim, Dong I. And Others
Social Change, Anomy and Allenation in Low-Income Areas of the Rural South. Pub Date 1 Sep 77

Note—33p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, Wisconsin, September 1-4, 1977).
EDRS Price MF-\$0.33 HC-\$2.06 Plus Poetage.
Descriptors—Definitions, Factor Analysis, Larocteristics, Ouality of Life, Rural Areas, "Rural Population, "Social Change, "Southern States, "Urbanization Identifiers—"Allenation, "Anomie, Durkheim (Emile)

Identifiers—"Alienation, "Anomie, Durkheim (Emile)
Theories of social change suggest that both anomy and alienation should increase among low-income people experiencing rapid social change. To more sharply distinguish the causal relationship between social change and the state of peoples' minds in rural and semirural areas of the South, separate hypotheses were developed for anomy (Durkheim's anomie) and alienation (Durkheim's egoism). The sample compared data drawn from 23 low-income counties in the six southern states in 1960-61 and in 1972-73, with change in degree of urbanization as the indicator of social change. Factor analysis was used to develop measures of the two dependent variables, alienation and anomy. Data analysis showed that anomy increased while alienation decreased between 1960 and 1973, but as urbanization increased, both anomy and alienation declined, suggesting social change does not always adversely affect psychological states, particularly in parts of society which have lagged behind. Because of the differences between anomy and alienation changes, continued distinction between them was seen as important. Data indicated that increase in anomy may stem not from rapid social change but from lack of urbanization and that alienation decreased more in relation to increasing urbanization—findings with important implications decreased more in relation to increasing ur-banization-findings with important implications for policy decisions. (RS)

ED 147 048 RC 010 147

A Needs Assessment of the Public Schools in the Thirty-one Southernmost Counties in Illinois. Southern Illinois Univ., Carbondale. Center for Rural Education. Spons Assessment

Spons Agency—Illinois State Office of Education, Springfield. Pub Date 77

Note—14p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors— *Administrative Problems, Adult Education, *Curriculum Development, Elementary Secondary Education, *Instruction, *Needs Assessment, *Pupil Personnel Services, *Rural Schools, Small Schools Identifiers—*Illinois (South)

In May of 1977, each public school district and regional superintendent in the 31 southernmost counties of Illinois (principally rural, small schools) was sent a number of the Needs Assessent Instruments. The 295 returned instruments included responses from the following elementary and secondary personnel: teachers (N=86); prin-cipals (N=85); guideance counselors (N=40); su-perintendents (N=70); and other specialists (N=14). The Instrument provided data regarding: respondents' county; years of experience; school district type (elementary, high school, or unit district); total school enrollment (below 250 to above 2,000); administrative needs; curriculum above 2,000); administrative needs; curriculum needs; instructional needs; and pupil personnel services and adult education needs. Major findings indicated: the five most significant needs were increasing pupil motivation, developing favorable pupil attitudes toward learning, maintaining effective school/community relations, improving articulation and continuity in curriculum organization, and understanding evolving state legislation related to schools; as a group, the administrative needs were the most pressing; and only in the area of job classification was there respondent disagreement among problem areas (district size, type of district, or years of experience having had no significant bearing on respondent responses). (JC)

ED 147 049 RC 010 154 Migrant Education Administrative Handbook.

Louisiana State Dept. of Education, Baton
Rouge. Bureau of Migrant Education.

Spons Agency—Bureau of Elementary and
Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Note-92p. EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

escriptors—*Administrator Guides, Agricultural Laborers, Ancillary Services, Definitions, Edu-cational Legislation, *Federal Programs, Health Descriptorscational Legislation, *Federal Programs, Health Education, Instructional Programs, Medical Services, Mexican Americans, *Migrant Education, Migrant Health Services, Nurses, Nurses, Aides, *Pursing, Parent Participation, *Program Administration, Program Content, Program Length, Program Planning, School Personnel, Staff Improvement, *State Programs, Student Records, Student Recording Hentifers—*Louisipans, Migrang Student Becomb Identifiers-*Louisiana, Migrant Student Record

Transfer System Transfer System
Intended to provide information pertaining to
the administration of migrant education projects in Louisiana, the handbook is divided into two sections: basic guidelines for program operations and support services—nursing. Section I covers the Federal and State migrant program, local migrant projects, project personnel and staff development, and local communications with the State Office. Information in this section pertains to Federal legislation affecting migrants; basic Federal enabling legislation; Public Law 89-750; administration, objectives, and priorities of the State program; advisory and planning committees; planning program activities; recruiting children; age limitations; program length; pupil records; food and health services; travel and equipment; information dissemination; the application for a migrant project; project revision; carryover provision for migrant excess; parental involvement; in-service education; salaries; and fringe benefits. Section II covers common health beliefs among Mexican American migrant workers; the role of the migrant school nurse, the field nurse, and the nurse assistant; preparation for the summer program; setting up the health program; daily routine; medical services; nursing procedures; records; and topics and ideas for health education. Infant problems are also discussed in this section because it is felt the social worker should be in a position to discuss or recognize common problems, and report them, if necessary, to the

ED 147 050 RC 010 155

Smith, Billie Jean

nurse. (NO)

Louisiana Migrant Education Support Services. Louisiana State Dept. of Education, Baton Rouge. Bureau of Migrant Education.

sons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-ton, D.C. Div. of Compensatory Education. Pub Date 77

Note—40p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Posts

Descriptors—Agency Role, *Ancillary Services, Community Migrant Projects, Directories, Intervention, Legal Aid, *Migrant Education, *Migrant Health Services, *Migrant Education, *Migrant Health Services, *Migrant Welfare Services, *Outreach Programs, Records (Forms), Referral, State Agencies, *State Programs, Welfare Agencies Identifiers—*Louisiana

Prepared for school directors, social workers, counselors, recruiters, teachers, and migrant sup-porters, this booklet presents practical informa-tion that can be used to assist Louisiana's migrant children and their families in the areas of health, clothing, nutrition, education, and family services. Information given pertains to: the Community Based Comprehensive Migrant Health Services; Louisiana's free health care services under the Social Security Act Title XIX; the Fair Chance, Social Security Act Title XIX; the Fair Chance, Inc. (a non-profit organization that delivers usa-ble clothing for needy children); Food Stamp regulations; the College Assistance Migrant Pro-gram (CAMP); the High School Equivalency Pro-gram (HEP); the Louisiana Health, Social and Rehabilitation Services Administration, Division of Family Services. Copies of forms used for referrals to social workers, recruiters, and supportive and special services (i.e., dental, vision, hearing, medical) are included. Addresses are given for the 27 regional offices of the State Department of Employment Security which offers job and/or training services, counseling and testing services, and referrals to supportive service agencies 1.1 services, and referrals to supportive service agen-cies; 11 migrant education program directors; 5 agencies providing legal aid assistance; 63 parishes providing family services; 29 certification agencies for the Urban and Community Affairs' Crisis Intervention Program; 48 associational directors of the Louisiana Southern Baptist Woman's Missionary Union. (NQ)

RC 010 158 ED 147 051

Scott, Frank, Comp. And Others
Chicano Literature: A Selective Bibliography. Texas Univ., El Paso.

Note—17p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Pa

DRS Price MF-30.as sscriptors—American Elterature, Sibilographies, Biographies, Book Reviews, *Childrens Literature, Cultural Background Drama, Folk Culture, *Library Collections Criticism, *Literature, *Mexican Short Stories Drama, Folk Culture, "Library Conections, Literary Criticism, "Literature, "Mexican Americans, Novels, Poetry, Short Stories, Sociolinguistics, Spanish American Literature entifiers—"Chicano Literature, Chicanos, "University of Texas El Paso

"University of Texas El Paso
Compiled as a reference tool to familiarize students, faculty, and community patrons with the contributions made by Chicano writers to the literary world, the bibliography is intended as a guide to Chicano literature holdings in the University of Texas at El Paso Library. The 246 entries are organized into general works; fiction-novels, short stories, and folklore; drama-collections and selected plays; poetry-collections and selected poems; biographies; book reviews; history and criticism; and bibliographies. Two special sections are included: "The Chicano in American Literature" which cites those works about Chicanos, and "Children's Literature" which covides access to the few items published in this area. The, materials have all been published between 1896 and 1977, with the majority being published between 1968 and 1977. All entries are as bibliographically complete as possible. The as bibliographically complete as possible. The library call number is provided to assist users in locating the materials at the library. (Author, NQ)

RC 010 159 ED 147 052

Holleman, I. Thomas, Jr. An Assessment of the n Assessment of the Reading Perform Bilingual Mexican American Children. nent Associates, Inc., Washington, D.C.

Development Ass Pub Date Jun 76

Pub Date Jun 76
Note—29p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Bilingual Education, Bilingual Students, *Comparative Analysis, *Conventional Instruction, Educational Accountability, Elementary School Students, Grade 3, Grade 5, Grade 8, Junior High School Students, *Mexican Americans, *Reading Achievement, *Reading Programs, Reading Skills Identifiers—*Texas (South)
The study investigated whether significant differences resulted from a bilingual-bicultural reading program as compared to the results of a traditional monolingual reading program. During the third spring semester of a four year bilingual project, 86 third, 84 fifth, and 96 eighth grade bilingual Mexican American students from the same third spring semester of a four year bilingual project, 86 third, 84 fifth, and 96 eighth grade bilingual Mexican American students from the same South Texas public school district were tested using the reading tests produced by the Guidance Testing Associates (GTA) and the Comprehensive Test of Basic Skills, Form Q (CTBS/Q). Only the portion of the CTBS/Q which measured English reading performance was selected, while the entire GTA, in both its English and Spanish versions, was used. The GTA instruments were specifically tailored to Texas youth; the CTBS/Q was not designed for any particular culture or group. Only the subtests for vocabulary and comprehension were compared from both tests. Multiple regression equations structured with independent variables distributed equally among treatment and control groups and various analyses of variance and of covariance were used. Findings included: generally both treatment and control students in the 3rd and 5th grades ranked higher in Spanish than in English reading when examined in terms of particular group performance; although the treatment 8th grade students were higher in GTA vocabulary and CTBS/Q comprehension, they lagged behind the control students in CTBS/Q vocabulary and GTA comprehension. (NQ) comprehension. (NO)

ED 147 053 RC 010 160

Ball 147 US3 RC 010 160 Briggs, Vernon M., Jr. Mexican Migration and the U.S. Labor Market: A Mounting Issue for the Seventies. Studies in Human Resource Development No. 3. Texas Univ., Austin. Bureau of Business Research.; Texas Univ., Austin. Center for the Study of Human Resources.

Pub Date 75

Note—44p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Census Figures, Economic Factors, Foreign Policy, Foreign Workers, "Illegal Immigrants, Immigrants, "International Relations, "Labor Market, Mexican Americans, "Mexicans, "Migration, Population Growth, Population Trends Identifiers—"Mexico, "United States From 1939 to 1973, nine million persons immigrated to the United States from "all of the countries of the world". During that same period more than seven million illegal Mexican aliens were apprehended and deported to Mexico. Most of these illegal aliens enter the U.S. economy as of these illegal aliens enter the U.S. economy as workers, whereas almost half of the legal Mexican immigrants are dependents. The movement of Mexicans to the U.S. has been the combined result of both "pull" and "push" forces. The "pull" forces are the obvious difference between the economies of the U.S. and Mexico, the cultural affinity existing between many Mexicans and Mexican Americans, the migration policy of the U.S. toward Mexico, the anomaly of the current state of the law in the U.S. with respect to the employment of illegal aliens, and the lure of what is perceived to be a "promised land". "Push" forces include the incidence of poverty throughout Mexico, the strong trend throughout Mexico of rural and urban migration, and Mex-ico's lack of national attention directed to the people's plight. The massive flow of illegal im-migrants has caused, and will continue to cause a serious disruption in the normal labor force adjustment processes throughout the Southwest and, increasingly, in some northern cities. The group that probably suffers the most is the Chicano of the Southwest who has to compete with these workers. Therefore, a number of policy changes are urgently needed, i.e., the elimination of the immunity of employers from prosecution when they employ illegal aliens; an increase in the man-power and budget of the Immigration and Natu-ralization Service to a level commensurate with the scale of its responsibilities. (NQ)

ED 147 054 RC 010 161

Briggs, Vernon M., Jr.
The Mexico-United States Border: Public Policy and Chicano Economic Welfare. Studies in Human Resources Development No. 2.
Texas Univ., Austin. Bureau of Business Research.; Texas Univ., Austin. Center for the

Study of Human Resources. Pub Date 74

Note—34p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Bracero Programs, *Economic Disadvantagement, Economic Factors, Foreign

advantagement, Economic Factors, Foreign Policy, Foreign Workers, Illegal Immigrants, Industrial Relations, *International Relations, *Labor Supply, *Mexican Americans, Mexicans, Policy Formation, *Public Policy Identifiers—Chicanos, *Mexico, *United States In 1970, the gross national product for the United States was over \$974 billion; for Mexico, it was \$33 billion. The U.S. per capita national income was approximately \$4,300, while Mexico's was slightly above \$500. Living as neighbors with the reality of these vast differences has led to the implementation of various policy measures by both nations. Scant attention has been given to the significance of border practices and noliby both nations. Scant attention has been given to the significance of border practices and policies of each nation for its "own" people. The U.S. border policies and practices have affected a significant proportion of the Chicano population. Chicanos have long provided the mainstay of the unskilled and semiskilled labor force in the Southwest's rural and urban sectors. Yet in 1970, Southwest's rural and urban sectors. Yet in 1970, the number of Chicano family members classified as officially living in poverty exceeded 1.2 million. Among the policies and practices having serious detrimental impact on the Chicano population have been the bracero program, the policy governing illegal entrants and commuters (those living in Mexico but frequently seeking employment in the U.S.), and the "twin plants" program (an arrangement by which laborers in Mexico assemble items for U.S.-owned industries). If the present border situation continues the componing present border situation continues, the economic improvement for Chicanos will continue to be "grudgingly" slow. An alternative would be to impose and enforce strong restrictions upon ilimpose and enforce strong restrictions upon il-legal entrants, commuting workers, and em-ployers who hire illegal workers. A tight border policy is an essential component of any serious public policy strategy to improve Chicano economic welfare. (NQ)

ED 147 055 RC 010 162

Haynes, Kingsley E. And Others
Colonias in the Lower Rio Grande Valley of South
Texas: A Summary Report. Lyndon B. Johnson
School of Public Affairs, Policy Research Re-

port, Number 18. exas Univ., Austin. Lyndon B. Johnson School of Public Affairs.

Spons Agency—Ford Foundation, New York, N.Y.; Lyndon Baines Johnson Foundation, Austin, Tex.; National Science Foundation, Washington, D.C. RANN Program. Pub Date 77

Wahmigton, D.C. Borsts Program.
Pub Date 77
Note—27p.: Parts of this document may be marginally legible due to small type
Available from—Board of Regents, University of
Texas, Austin, Texas 78712 (\$3.00)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Community Characteristics, Community Development, *Community Problems,
Demography, Economic Disadvantagement,
Housing, Institutional Role, Land Use,
*Mexican Americans, *Rural Areas, Rural
Development, *Sanitation, Socioeconomic Influences, *Water Resources
Identifiers—*Lower Rio Grande Valley, *Texas
The Lower Rio Grande Valley of South Texas
consists of three counties: Cameron, Hidalgo, and

consists of three counties: Cameron, Hidalgo, and Willacy. Poverty pervades in the Valley, espe-cially in the colonias ("a poor, rural unincor-porated community with 20 or more dwelling units, where home ownership is the rule"). Colonia residents are almost exclusively Mexican units, where home ownersing is the table. Colonia residents are almost exclusively Mexican Americans. Contributing to the problems of colonia residents is the physical and legal isolation of the colonias. The colonias are physically isolated from urban areas where the residents might obtain health care, education, low-cost food, and other necessities. Since the colonias are not part of towns and cities, they cannot benefit from those governmental units' taxes, nor from the Federal and state programs administered by towns and cities. Colonias are also faced with water-related problems, i.e., access to clean drinking water and sanitary sewage disposal. A 1975-76 Policy Research Project examined the water-related problems of the colonias. This report gives a brief overview of the demographic and economic characteristics of the Valley, presents an overview of the Valley's water and economic characteristics of the Valley presents an overview of the Valley's water resources, examines the current water supply and sewage disposal systems of the colonias, considers sewage disposal systems of the colonias, considers the cost estimates for provision of water and sewage systems of the colonias, explores the in-stitutional alternatives for water and sewage treatment, and examines the current situation of land-use management in Texas and in the Valley. Ap-pended is a discussion of the colonias as rural housing. (NQ)

ED 147 056 RC 010 168

Bibliank, Ruth, Comp.

What Shall Our Children Read? A Selected Bibliography of Native American Literature for Young People.

San Jose Indian Center, Inc., Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date Dec 77

Note—20p.
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*American Indians, *Annotated

Literature, Education, Bibliographies, *Childrens

Descriptors—"American Indians, "Annotated Bibliographies, "Childrens Literature, "Elementary Secondary "Instructional Program Divisions, Poetry Designed to serve as a starter guide to teachers and Native American parents working with American Indian education programs, this annotated bibliography includes titles selected to reflect current availability and criteria for non-biased subject presentation and literary value. The books are grouped broadly according to reading ability levels designated as: "easy" (K-2); "medium" (3-5); and "high" (6-12). American Indian authors or sponsorship are noted by an saterisk (*). As designated, the books included in this publication number 27 in the "easy" category; 47 in the "medium" category; and 58 in the "high" category. A selection of eight Indianauthored poetry citations is also presented. The publication dates range from 1953 to 1977, though the majority fall in the 60's and 70's. (JC)

ED 147 057 32 RC 010 172

Davis, Benjamin G.
Evaluation Analysis Report for the Arizona
Migrant Education Program, 1976-1977.

Lewis (D. A.) Associates, Inc., Clinton, Md.
Spons Agency—Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 77

Pub Date 77

Note—82p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—Achievement Gains, Annual Reports, Comparative Analysis, Demonstration
Projects, *Educational Assessment, Elementary
Secondary Education, Enrollment, Information
Dissemination, *Program Education, Parent
Participation, *Program Evaluation, Program
Coordination, *Program Evaluation, Program
Validation, Staff Improvement, *State Programs, Summer Programs
Identifiers—*Arizona

ntifiers-*Arizona

During the 1976-77 school year, there were over 8,500 migrant students enrolled in the reguover 8,500 migrant students enrolled in the regu-lar school program and 1,700 in the summer pro-gram. Students received academic, health, and nutritional services following the multiple-inter-vention strategy developed as part of the needs assessment. All projects developed a staff training program and conducted workshops during the year. Three-quarters of the projects established a Parent Advisory Council to provide local input and information to the program's operation. Over 600 students graduated either from elementary or secondary school. During the year, pre- and post-tests were administered to the students for diag-nostic, prescriptive, and evaluative purposes in nostic, prescriptive, and evaluative purposes in the areas of reading, mathematics and oral lan-guage. Test results indicated that the greatest success was in oral language in which four of the five projects which pre- and posttested students five projects which pre- and posttested students showed a gain of one year or greater in terms of student achievement. This report presents information on the State's exemplary migrant projects, enrollment, program content, project staff, information dissemination, parental involvement, program coordination, and the program's quantitative and qualitative impacts. Data are also presented on a comparison of the 1974-75, 1975-76, and 1976-77 programs. Appended are the 1976-77 final report of the Arizona Migrant Child Education Laboratory, and the evaluations of the 5th Annual Follow-up Workshop and the summer 1977 Migrant Child Teacher and Aide Institute. (NQ) Institute. (NQ)

ED 147 058 32 RC 010 173

Javis, Benjamin G.
Annual Evaluation Report for the Artsona Migrant Education Program, 1975-1976.
Lewis (D. A.) Associates, inc., Clinton, Md.

Spons Agency—Arizona State Dept. of Public In-struction, Phoenix. Div. of Migrant Child Edu-cation.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 76
Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Achievement Gains, Annual Reports, Comparative Analysis, Cultural Enrichment, Demonstration Projects, "Educational Assessment, Elementary Secondary Education, Enrollment, Information Dissemination, "Migrant Education, Parent Participation, "Program Content Program Contents" ticipation, *Program Content, Program Coor-dination, *Program Evaluation, Staff Improve-ment, *State Programs, Summer Programs Identifiers—*Arizona

During the 1975-76 school year, there were almost 8,000 migrant students enrolled in the regular school program and 1,300 in the summer program. Students received both academic and health services. Over 460 full-time equivalent staff negatives were discrete investigated in recipiert acstaff persons were directly involved in project acstaff persons were directly involved in project ac-tivities. All projects attempted to actively involve parents in their child's educational process, and had an ongoing plan for the dissemination of pro-ject information to enable the sharing of insights and knowledge. The program was a part of the educational process for over 400 students who graduated from school. Standardized tests which graduated from school, standardized tests which were used for both diagnostic and evaluative purposes indicated that one-third of 21 projects achieved at least a one-year average gain in reading ability and that high school level students as a whole performed significantly better. This report presents a description of the State's exemplary miserant education projects and gives information. migrant education projects and gives information on enrollment, program content, project staff, information dissemination, parental involvement, and interprogram coordination. Data are also and interprogram coordination. Data are assigned presented on the quantitative and qualitative impacts of the program, and on a comparison of the 1974-75 program with the 1975-76 program. The 1975-76 final report of the Arizona Migrant Child Educational Laboratory is appended. (NQ)

RC 010 178 Quimper, Barry E. And Others Cooperative Project in Native American Develop-ment. Product Evaluation Report, Title IV, Part

ment. Product Evaluation Report, Title IV, Part A, 1976-77.
Saginaw Public Schools, Mich.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education. Pub Date Jul 77

Note-49p.; Handwritten responses in Appendix

Note—49p.; Handwritten responses in Appendix F may not reproduce well EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—*American Indians, *Cultural Enrichment, *Curriculum Development, *Curriculum Development, *Elementary Secondary Education, Instructional Materials, Language Arts, Material Development, *Parent Participation, *Program Evaluation, Social Studies

Identifiers-*Michigan (Saginaw), Native Amer-

Major objectives of the Cooperative Project in Native American Development during the 1976-77 school year were: development of 8 Michigan Woodland Indian Social Studies-Language Arts curriculum packages relevant to the needs of American Indian students (K-8) in 3 Michigan school districts; and development of a series of monthly cultural enrichment experiences to promonthly cultural enrichment experiences to pro-vide activities for some 47 students and their parents and to field test the curriculum packages. The curriculum packages were further evaluated via the locally developed Curriculum Quality Rating Scale and content analysis. The enrichment experiences were evaluated via review of the program director's records and the locally developed Cultural Program Evaluation Form. The evalua-Cultural Program Evaluation Form. The evalua-tion, conducted by 3 evaluators and 1 specialist, indicated partial success in meeting program ob-jectives (3 of the 8 packages were completed; all but 2 cultural experiences were completed; and 90% of the cultural enrichment participants responded positively to the questionnaire). Among the evaluators' 14 recommendations were: dissemination of the curriculum packages at county, state, and national levels; specific mas-tery criteria for some or all objectives in the 3 completed packages; development of an an-notated bibliography for each reference material used; development of better relationships between curriculum activities and objectives; specification of basic materials and supplemental materials; more precise sequencing of objectives in the curriculum packages; and development of cross-referencing procedures for materials in each package. (JC)

ED 147 060 36 RC 010 179

Migrant Education 76. Report of the Fiscal 1976
Program for the Education of Children of
Migrant Farmworkers in New York State.
New York State Education Dept., Albany, Bureau of Migrant Education; State Univ. of New
York, Albany,

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-ton, D.C. Div. of Compensatory Education. Pub Date Nov 76

te-51p.; For related document, see ED 135

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Academic Achievement, Annual
Reports, Computer Oriented Programs,
"Educational Programs, Enrollment, Interagency Cooperation, Interstate Programs, "Migrant
Child Education, Migration Patterns, Program
Effectiveness, "State Programs, Summer Programs, "Supplementary Education, "Tutorial
Programs

Programs
Identifiers—Elementary Secondary Education Act
Title I, Migrant Student Record Transfer
System, "New York
New York State's migrant education program
aims to provide each eligible child supplemental
education programs that will best meet his assessed needs. In addition to improving skills in
reading, mathematics and bilingual education, the
comprehensive programs aim to improve health
and nutrition, provide recreational activities, and
bolster positive self-concepts. Linked to the work

of other State agencies providing services to migrant children, the programs are designed to maximize teaching efforts to meet the migrant child's needs. During the 1975-76 fiscal year, tucould s needs. During the 1973-76 instal year, intorial instruction, summer schools, regular school supplemental programs, health education, and bilingual education programs were available to migrant children. A census project identified migrant children in the State's rural counties and provided biweekly updates of migrant child population statistics by county and school districts during the spring, summer, and fall. Support service was provided to local educational agencies crease their utilization and understan the Migrant Student Record Transfer System (MSRTS). Special emphasis was directed toward the tutorial program. Workshops were conducted to familiarize tutors with MSRTS. Interstate cooperation was fostered through the Puerto Rican Coordinator project, Florida Teacher Exchange, Florida Nutrition Aides program, Texas Child Migrant Program, and attendance at regional and national workshops. (NQ)

ED 147 061 RC 010 183

Washington, Bryce And Others

Native Americans in the Southwest. Pub Date 24 Feb 77

Note-39p.; From the collected work, "The Current Status of Minorities in the Southwest" papers presented at the Society for Interculpapers presented at the society for intercul-tural Education, Training, and Research (Chicago, Illinois, February 24-27, 1977). Re-lated documents include RC 010 180-184 EDRS Price MF-90.83 HC-\$2.06 Plus Postage. Descriptors—Acculturation, *American Indians,

escriptors—Acculturation, "American insulan-, Cultural Awareness, Cultural Background, "Culture Conflict, Educational Improvement, "Educational Problems, Ethnic Stereotypes, In-dividual Power, Land Use, Legislation, *Educational Problems, Eurine declery, addividual Power, Land Use, Legislation, *Political Issues, Political Power, Racial Discrimination. *Socioeconomic Background, Tribes, United States History, Water Resources Identifiers—*Arizona, Native Americans, *United

States (Southwest) In theory Arizona Indian tribes can be represented by five major cultural groups: Athapascan, Pueblo, Yuman, Plateau Rancheria, and Desert Rancheria tribes. Each of these tribes and Desert Rancheria trices. Each of these than has its own distinctive way of life or culture. They do not want to lose their cultural identity, nor do they want to become "like Anglos". They "do" want to pass on to posterity their heritage, their lands, their past and the ability to get along in both worlds—the Anglo world and the Indian world. Therefore, an educator must have some understanding of the lifestyle, religion, historical background, and the political, economic and social conditions of those living within the area served by his school. The educator should know that the economic and political emphases in the that the economic and political emphases in the Southwest center about two major areas—water, land and mineral rights, and the sovereignty of the reservations. He should also know that the social conditions of Native Americans in the Southwest are strongly affected by stereotypes which have persisted since the pioneer days. This paper discusses the history of Arizona Indians, the current litigation between various tribes and various levels of covernment replitical and the Current inigation between various levels of government, political and economic conditions, the "integrity" of tribal officials, the Navajo-Hopi joint-use land dispute, the controversial Central Arizona Project, the water allocations disputes, the problems found in Indian education, the social conditions, and the current Indian educational conditions. (NO)

ED 147 062 RC 010 185 Bilingual Education Plan of the Navajo Nation. Navajo Tribe, Window Rock, Ariz. Bilingual/Bicultural Curriculum Center.

gual/Bicult Pub Date 77

Pub Date //
Note—35p.
Available from—Bilingual/Bicultural Curriculum
Center, Navajo Division of Education, P.O.
Box 308, Window Rock, Arizona 86511

(\$6.00)

Document Not Available from EDRS.

Descriptors—*American Indians, *Bilingual Education, Community Involvement, *Curriculum Development, *Educational Objectives, Educational Philosophy, Elementary Secondary Education, Evaluation, Interagency Coordination, Models, *Needs Assessment, Planning, Policy Formation, *Program Development, Staff Improvement provement Identifiers—*Navajo Nation

Representing the efforts of the Navajo Division of Education in the initial phase of planning and developing the Bilingual/Bicultural Education Program for the Navajo Nation, this document includes rationale, educational philosophy, and program goals. Additionally, it addresses procedures regarding: implementation (needs assessment coupled with commitment to the law); language coupled with commitment to the law); language policy (literacy, status of proposed Navajo Office of Education, staff development, "university of competence", and the Navajo Community Col-lege); Navajo acconference lege): Navajo area/local communities' asser needs assessment and external and internal pro-gram evaluation; educational program develop-ment (curriculum component, curriculum materi-als development from schools and centers, field als development from schools and centers, field testing, curriculum development center vs local in-school development, and instructional model characteristics-planning and instructional methods); staff development component (personnel training, targeted personnel for training, types of training, orientation, training workshops, cultural awareness workshops, university education-standard, and competency based training. The amendices present: proposed training). The appendices present: proposed resolution of the Navajo Tribal Council regarding resolution of the Navajo Insal Council regarding the Navajo language; a language action plan; bilingual definitions; needs assessment; objectives; models (I, II, III, and IV); cooperating agencies; and a time line. As described here, this program is grounded in the belief that language is the key to the preservation of a culture and that firm mmand of one culture is a prerequisite to suc-saful comprehension of another. (JC)

ED 147 063 RC 010 186 Navajo Nation Educational Hearings, 1975. Navajo Tribe, Window Rock, Ariz. Pub Date 77

Note—190p.
Available from—Navajo Comprehensive Educa-tion Plan Office, Navajo Division of Education Box 308, Window Rock, Arizona 86515 (free) Document Not Available from EDRS.

Document Not Available from EDRS.

Descriptors—Adult Education, *American Indians, Bilingual Education, *Community Involvement, Counseling Services, Curriculum Development, *Educational Needs, *Elementary Secondary Education, Facilities, Financial Support, Health Education, *Hearings, Higher Education, Junior Colleges, Needs Assessment, Program Coordination, Public Schools, *Social Services, Special Education, Teacher Improvement, Textbooks. cation, Teacher Improvement, Textbook Transportation, Tribes, Vocational Education

Identifiers—"Navajos Part of an effort by the Navajo Division of Education to formulate a comprehensive educa-tional plan, this document includes testimony by people representing the five agency divisions on the Reservation (Shiprock, Crownpoint, Chinle, Tuba City, and Fort Defiance) and the public school districts serving Navajos. Also included is a synthesis of the needs identified in the testimony; among these are: better teaching staff; more control to school boards and the Tribe; more Navajo teachers; additional teachers; counselor reform; special education funding sources, counseling, and on-reservation schools; per-manent facilities and funding sources for preschool education; improvements in higher education to include better funding, better contact with students away from home, and more local two-year and junior colleges; expansion of alternative schools and adult education; development of better curriculum to include bilingualbicultural education and a general updating of textbooks and strengthening of programs; establishment of more vocational education programs; reversal of the consolidation trenu; occue-building facilities and better health care delivery; improvement in the clothing program; alleviation of long-distance busing problems; improvement and expansion of roads; alternate funding sources and expansion of roads; alternate funding sources ms; reversal of the consolidation trend; better for lands experiencing border dispute problems; improved police protection; improved electrical, ter, and sanitation facilities; improved internal school administration, community communica-tion, and program coordination of funding; and greater initiative by the Tribal Government. (JC)

ED 147 064 95 RC 010 187 Maynor, Waltz Thompson, Vernon R.
The Indian Education Elementary and Secondary School Assistance Program, Robeson County, N.C., 1973-74.

obeson County Board of Education, Lumberton,

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education. Pub Date 74

Note-36p.; For related document, see RC 010

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. EDRS Price MF-50.83 HC-52.06 Plus Postage.
Descriptors—Advisory Committees, *American
Indians, Counseling, Cultural Enrichment,
*Educational Needs, *Educational Objectives,
Elementary Secondary Education, *Guidance
Programs, Mathematics, Parent Participation,
Parents, Principals, Program
Descriptions,
*Program Evaluation, *Remedial Reading, Special Education, Students, Teachers, Vocational

Identifiers-Indian Education *Lumbees, North Carolina (Robeson County)
Major priority areas established by the American Indian (Lumbee) Parent Committee of the ican Indian (Lumbee) Parent Committee of the Indian Elementary and Secondary School Assistance Program for Robeson County, North Carolina were: remedial reading; additional vocational education; special guidance programs; accelerated training for giffed; specialists in math; and cultural enrichment programs. Two evaluators working outside the school system utilized a loster configuration of the program of th tors working outside the school system utilized a 10-item questionnaire to evaluate the degree of satisfaction experienced by parents (N=458); teachers (191); and students (324). Additionally school principals were asked to prioritize their community's needs in terms of the Parent Committee the parents of the 25 country of the 25 coun mittee's six priorities. Principals from 5 of the 25 schools were asked to examine the chief needs of their students, the overall objectives of their pro-grams, and how each objective served their Indi-an students. Program evaluation indicated: differences in the priority rankings of principals (reading, guidance, math, the gifted, vocational education, and cultural enrichment) and those of parents, teachers, and students (reading, cultural enrichment, math, music, clerical assistance, general catch-up programs, home coordinator and physical education, the gifted and vocational education); in general, parents were more satisfied with their level of understanding and involvement, processing impact on student at volvement, program impact on student at-tendance, and pride in Indianness than were the teachers and students, though it was concluded that the program did satisfy the objectives established by the Parent Committee. (JC)

95

Maynor, Waltz
An Evaluation of Education for Indians. Robeson
County, North Carolina 1975-1976. Robeson County Board of Education, Lumberton,

Spons Agency—Office of Education (DHEW Washington, D.C. Office of Indian Education. Pub Date 76 -Office of Education (DHEW),

Note-24p.; For related document, see RC 010

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

*American Indians, *Elementary Secondary Education, *Federal Programs, Grade 3, Grade 10, Mathematics, *Program Evaluation, Read-

Ing Identifiers—*Comprehensive Tests of Basic Skills, *Lumbees, North Carolina (Robeson County) Results of the academic achievement of American Indian students in the Robeson County, North Carolina School Administrative Unit are North Carolina School Administrative Unit are presented in this document. As part of an evaluation of an educational program funded under the Indian Elementary and Secondary School Assistance Act, this document reflects program impact upon the county, its Lumbee Indian students (60% of the total public school enrollment), and its 25 schools. Systemwide mean scores earned by third and tenth grade students on the Comprehensive Test of Basic Skills are presented for 1973, 1974, 1975, and 1976; additionally, graphic figures are presented for each of on the Comprehensive Test of the Comprehensive Test of 1975, and 1976; additionally, graphic figures are presented for each of the Basic Skills' subtests (reading vocabulary, reading comprehension, reading total, language mechanics, language experience, language spelling, language total, arithmetic comprehension, arithmetic concepts, arithmetic application, arithmetic total, and battery total). Both the scores and graphs presented here indicate a continuous achievement growth trend for third and tenth grade students in Robeson County. JJC)

ED 147 066 RC 010 190 Grants to Indian-Controlled Postsecondary Educ tional Institutions and the Navajo Communi College Act. Hearing Before the United State

Senate Select Committee on Indian Affairs, 95th Congress, 1st Session on S. 468 - To Amend the Navajo Community College Act; S. 1215 - To Provide for Grants to Indian-Controlled Post-secondary Educational Institutions, and for Other Purposes (July 28, 1977). Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

Pub Date 28 Jul 77

Note-143p.; Not available in hard copy due to

Note—143p.; Not available in nard copy due to small print size of original document EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS. Descriptors—*American Indians, *Community Colleges, *Federal Legislation, *Financial Support, *Hearings, Post Secondary Education Identifiers—Amendments, Congress, 95th *Indian

port. Hearings, Post Secondary Education letterifiers—Amendments, Congress 95th, *Indian Self Determination and Educ Assistance Act, *Navajo Community College Act 1971
Presenting testimony, these 1977 Senate Hearings deal with S. 468, a bill designed to amend the Navajo Community College Act of 1971 to insure adequate funding for operation and expansion of the college on the Navajo Reservation, and S. 1215, designed to amend the Indian Self Determination and Education Assistance Act of 1975 by adding a third Title to address funding needs of other present and forthcoming community-based postsecondary forthcoming community-based postsecondary educational institutions. Included in this document are: the two bills; a report by the U.S. De-partment of Interior re: the bills; written material submitted by an Arizona Senator and the Pre-sident of the Oglala Sioux Community College; and statements presented by: senators from New Mexico, Arizona, and South Dakota; the President of Sinte Gleska College; the Director of In-dian Education Programs, the Acting Director for Postsecondary Education, and the Acting Planning Officer for the Office of Indian Education Programs, Bureau of Indian Affairs; the Acting Director of the American Indian Higher Edu-cation Consortium; the President of the American cation Consortium; the President of the American Indian Higher Education Consortium and the Director of the Fort Berthold Community College; Chairman of the Mississippi Band of Chocata Indians representing the National Tribal Chairmen's Association; the President of the National Indian Education Association; the President of the National Consequents Colleges sident of the Navajo Community College; the Vice Chairman of the Navajo Tribe; and the Ex-ecutive Director of the National Congress of American Indians. (JC)

ED 147 067

RC 010 193

Salazar, Ernesto
An Indian Federation in Lowland Ecuador.
IWGIA Document 28.
International Work Group for Indigenous Affairs,

Copenhagen (Denmark). Pub Date Jun 77

Note—68p.

Available from—International Secretariat Available from international Secretaria. Or IWGIA, Frederiksholms Kanal 4A, DK-1220 Copenhagen K, Denmark (\$2.00)

Document Not Available from EDRS.

Document Not Available from EDRS.

Descriptors—Acculturation, *American Indians,
*Catholics, *Culture Conflict, Foreign Countries, Government (Administrative Body), Individual Power, *Land Acquisition, Land Use,
*Organizations (Groups), Politics, Self Determination tion

Identifiers-*Ecuador, Self Determination, Shuars Official involvement of the Ecuadorian government with colonization of the southern lo lands traditionally belonging to the Shuar Indians, began in the early 60's when the CREA (Centro de Reconversion Economica del Azuay) was created to provide assistance to white settlers. Until that time, the Shuar lands had been dominated by the Stesian Mission, initially established in: 1893 and gaining considerable power by the 60's with 13 mission centers and 22. elementary schools under its control. The Mission, then, taught, converted, attempted to acculturate, and worked the Shuar on Mission lands. Presently, the Salesians support (and probably in-itiated) the Shuar Federation, but this 12-year old organization (17,500 members distributed in 13 organization (1,750 memoers distributed in 13
Asociaciones or regions and 108 centros or small
groups of families) has become fairly influential
itself. The Federation has initiated a process for
gaining Shuar title to the lowlands, and it has instigated a return to the traditional ways of the Shuar, generally assuming responsibility for the Shuar destiny. Currently, the Federation seems to be struggling in a maze of contradictory forces for current government ambiguity (colonization policies vs Shuar land policy) both hinders and helps the Indian effort, and the Salesians' advocation of self-sufficiency is marred by an attempt to control the Federation, while the Federation itself is developing its own administrative elite. Nonetheless, the Federation's determination to survive as an ethnic and cultural entity makes it one of the most active and promising Indian movements in Ecuador. (JC)

ED 147 068

RC 010 194

Sanders, Douglas E.
The Formation of the World Council of In-digenous Peoples, IWGIA Document 29.
International Work Group for Indigenous Affairs,

Copenhagen (Denmark). Pub Date Aug 77

Note—31p.

Available from—International Secretariat of IWGIA, Frederiksholms Kanal 4A, DK-1220 Copenhagen K, Denmark (\$0.70)

Document Not Available from EDRS.

Descriptors—Alaska Natives, "American Indians,

nada Natives, Civil Liberties, Conferences, evelopment. *Individual Power. *Development, *Individual Power, *International Organizations, International Relations, Leadership, Policy Formation, Political Power, *Racial Discrimination, Self Deter-

mination
Identifiers—*Indigenous Peoples, Self Determination, *World Council of Indigenous Peoples

Once European sovereignty had been stablished, colonial powers regarded the affairs of the colonized area as "internal", meaning indigenous rights were to be governed solely by the colonial power. It was George Manuel, a British Columbia Indian and President of the Na-tional Indian Brotherhood, 1970-76, who con-ceived the idea of an alliance of indigenous peoples to effect indigenous rights. After visiting nu-merous countries and organizations throughout the world, including the World Council of Churches, the International Labor Organization, etc., Manuel secured funds to launch the first inetc., Manuel secured tutus to multi-ternational conference of indigenous peoples in October, 1975. The Conference was held at Port Alberni, British Columbia where 260 people representing some 18 countries attended representing some 18 countries attended workshops dealing with: representation of the United Nations (UN); the Charter of the World Council of Indigenous People; social, economic, and political justice; retention of cultural identity; and retention of land and natural resources. Pa and retention of land and natural resources. Participants resolved to prepare a study of the problems of descrimination against indigenous peoples for submission to the UN and to form the World Council of Indigenous People to deal with the economic, cultural, political, and social rights of indigenous peoples and with the retention of their land and natural resources. Since Port Altheir land and natural resources. Since Port Alberni, the Council's development has been gradual, but the UN and individual nations have adopted the position that human rights is no longer an "internal" affair-that there is an international responsibility to the indigenous peoples of the world. (JC)

ED 147 069 RC 010 196 ED 147 069 RC 010 196
Problems of Definition of Tribe in Alaska Relating
to Public Law 93-638. Hearings Before the Subcommittee on Indian Affairs of the Committee
on Interior and Insular Affairs, United States
Senate, 94th Congress, 2nd Session on Problems
Associated with the Statutory Definitions of
Tribe as They Relate to Native Alaskans
(Juneau, Alaska, September 2, 1976;
Anchorage, Alaska, September 3, 1976; Bethel,
Alaska, September 4, 1976).
Congress of the U.S., Washington, D.C. Senate
Committee on Interior and Insular Affairs.
Pub Date 77

Pub Date 77

Note-373p.; Not available in hard copy due to

small print size of original document EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.

Descriptors—Accountability, *Alaska American Indians, *Definitions, Legislation, *Federal Programs, *Financial Support, *Hearings, Legal Problems, *Tribes Identifiers—Congress 94th, *Indian Self Determination and Educ Assistance Act Testimony presented in these hearings centers on the legal problems derived from the many and varied statutory definitions of "tribe" and the resulting confusion on the part of the administrators of Federal programs designed to benefit American Indians and Alaska Natives (e.g., in

Alaska, there are currently about 465 legal enti-ties which may be defined as "tribe"). The statethes which may be defined as those). The state-ments presented in these hearings span three days and include the following representation: senators from South Dakota and Alaska; Bureau of Indian Affairs (BIA); Southeast Alaska Regional Health Corporation; Tilingit and Haida Chapter (Sitka, Aleston); Indian Recognization Act. Council Alaska); Indian Reorganization Act Council (Chilkat Village); Tlingit and Haida Community Council; Alaska Native Sisterhood; Central Coun-cil of Tlingit and Haida Indians of Alaska; Indian Reorganization Council, Ketchikan Indian Corporation; Johnson-O'Malley Parent Committee; American Indian Policy Review Commission; Unalakleet Native Village Council; Alaska Federation of Natives; Cook Inlet Native Association; Aleut League; Mauneluk Association, Kotzebue, Alaska; United Villages; Fairbanks Native zebue, Alaska; United Villages; Fairoanks Native Association; Village Corporation; Yupiktuk Bista Incorporated; Kuskokwim Native Association; Association of Village Council Presidents; Bean Ridge Corporation; Tanana Chiefs Conference; Health Department, North Slope Borough; etc. The appendices include: the legislative history of The appendices include: the legislative history of the Indian Finance Act; an assessment of the im-plications of the present definition of Tribe(s) contained in the Indian Self-Determination and Education Assistance Act; and additional material, statements, and communications submitted for the record. (JC)

ED 147 070 RC 010 201 Women of Spanish Origin in the United States, 1976. La Mujer de Origen Hispano en los Estados Unidos, 1976. Employment Standards Administration (DOL),

Washington, D.C. Women's Bureau.

Note—43p.; In English and Spanish EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Age, *Census Figures, Demography, Employment Statistics, Enrollment, Ethnic Origins, Family (Sociological Unit), Family Income, *Females, Heads of Households, Labor Force, Low Income Groups, Marital Status, Mexican Americans, Occupations, Place of Residence,
Population Trends, Residential
Socioeconomic Status, *Spanish Speaking,
Unemployment, Work Experience, Working

Identifiers-*Americans of Spanish

*United States, Working Mothers
The report presents data on selected social, conomic, and demographic characteristics of economic, and demographic characteristics of women of Spanish origin in the United States. Derived from the population reports of the U.S. Census Bureau and the March 1973 Manpower

Report of the President, the statistical data pertain to age, residence, marital status, heads of families and households, children in families and households headed by women, educational attainment, school enrollment, employment and unem-ployment, occupations of employed women, work experience of married women and women heads of families, working mothers, income of persons, family income, and low-income level. In March 1974, there were 5.5 million women of Spanish origin in the United States. Of these, 58% were of Mexican origin, 15.1% of Puerto Rican origin, 6.6% of Cuban origin, 6.6% of Central and South American origin, and 13.7% of other Spanish origin. More than half of these women were between the ages of 18 and 64 years. Mexican women had the lowest median age (19.7 years); women of Cuhan, Central or South American, and Spanish origin other than Mexican or Puerto and spanish origin other than Mexican or Puerro Rican had the highest (24.3 years). Median age of Puerto Rican women was 20.4 years. Married women (husband present) accounted for 56% of the 3.6 million Spanish-origin women 14 years of age and over. Of the remaining women, 27% were single, 7% were married (husband absent), 6% were widowed, and 4% were divorced. About 51% of families headed by women had incomes below the low-income level in 1973. (NQ)

ED 147 071

Davis, Benjamin G.

A Predictive Model for Migrant Farmworker Movement in the United States.
Lewis (D. A.) Associates, Inc., Clinton, Md.
Pub Date Nov 76

Note-30p.; Paper presented at the Operations Research Society of America Meeting (November 1976) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Agricultural Laborers, *Economic Factors, Interstate Workers, Labor Economics, *Migrant Workers, *Migration Patterns, *Models, Multiple Regression Analysis, *Prediction, Predictor Variables, Statistical Analysis

Identifiers-*United States (East)

Identifiers—*United States (East)
Since migration is strongly influenced by
economic variables, an economic model was
developed to identify, locate, and track migrant
and seasonal farmworkers as they move
throughout the United States. Focusing on the
Florida-based migrant agricultural workers who
migrated at least once during the past five years,
the model included the following independent
variables that were correlated to the number of
farmworkers who chose to migrate in a even farmworkers who chose to migrate in a given year: distance; income; demand factors, i.e., amount of agricultural land, value of products, and unemployment rate; availability of Federal, state, and local programs; education; property ownership; and temperature. Each variable was evaluated in the base year for the states of Florida, Illinois, Indiana, Michigan, New York, North Carolina, Ohio, Texas, and Virginia. Data were obtained from various reports, a migrant farmworker questionnaire which collected basic information about the worker and his family, and a crew leader questionnaire which collected in-formation on Florida-based crews and crew leaders and provided a basis for corroborating data collected on the farmworker questionnaire. A multivariate regression analysis was used on the data. Because of the type of data and the nature of the analyses, it was not expected that the equation would explain a large portion of the variation in the number of farmworkers migrating. As work on the model progresses, additional variables will be included in the regression equation to determine their contribution to the explanation of the migration decision. (NQ)

ED 147 072 RC 010 203

Indian Education in the Public School System Needs More Direction From the Congress Report to the Congress by the Comptroller General of the United States. Comptroller General of the U.S., Washington, DC

Report No-HRD-76-172 Pub Date 14 Mar 77

Note—68p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

EDRS Price MF-50.53 HC-53.50 Plus Postage.

Descriptors—Advisory Committees, *American Indians, *Definitions, *Educational Needs, Educational Objectives, Elementary Secondary Education, Federal Government, *Federal Legislation, Guidelines, Needs Assessment, Parent Participation, *Program Effectiveness, *Program Evaluation, Specifications Specifications

Identifiers-*Indian Education Act 1972

The General Accounting Office's recommenda-tions to the Congress and the Office of Indian Education, Department of Health, Education, and Welfare is derived from a review of 16 projects funded under Title IV of the Indian Education Act of 1972 and designed to meet the special needs of American Indian children (operative during 1974-75 in Arizona, California, Min-nesota, New Mexico, and Oklahoma). Major recommendations centered on improving the identification process re: American Indian chil-dren with special needs (i.e., improvements in definitions and guidelines for local educational agencies attempting to identify such children); as-sessing and defining the special education needs of Indian children (local educational agencies spent grant funds on various projects and activi-ties because the Act does not adequately define the special educational needs of Indian children); establishing goals and objectives and evaluating program effectiveness (the Office of Indian Education cannot determine if the Title IV program is successful because program goals have not been established and grantees have been unable to determine if Indian children's needs are being met because some did not evaluate their projects while others inadequately measured program efwhile others inadequatery measures productive infectiveness); strengthening parent committee involvement (at some local educational agencies, volvement (at some local educational agencies, involved); and improving program administration (improving time allocations, staff, and grantee information communication). (JC)

ED 147 073 RC 010 204 Garcia, Eugene E. And Others

An Early Childhood Parent-Child Centered Bilin-

gual-Bicultural Program.
Children's Bureau (DHEW), Washington, D.C.

Pub Date 74 Grant—OCD-CB-503

Grant—UC.D-C.B.
Note—20p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Achievement Gains, *Bilingual Education, Curriculum Planning, *Early Childhood Education, *Lay Teachers, *Mexican Americans, Mothers, *Parent Participation, Parent Delationship, Program Descriptions,

Program Evaluation
Identifiers—*Bicultural Education, Chicanos,

*Utah (Salt Lake City)
An early childhood education program utilizing mothers as instructors within a bilingual-bicultural format, "La Escuelita" serves 8 to 10 famities. Twelve to 15 children, ages 2-3, and their mothers, ages 20-40, are involved in the program which treats their culture and language as important factors. Each child's mother serves as a parent-teacher for 8 hours each week. Each mother develops her own written curriculum guides based on the selected curriculum objectives determined by the parent-teachers and the staff on a biweekly basis. Specific curriculum ob-jectives are to: enhance Spanish and English skills in the audial and oral levels; enhance these skills via a Mexican American format; instill at this early age a level of "cultural pride"; develop so-cial skills. The program is evaluated through pre-and posttests administered to the children, obserons of the amount of child participation during the daily teaching exercises, an analysis of Spanish-English occurrences in the classroom, and an assessment of the mothers' individual planning based on a comparison between present and previous daily curriculum guides. The program evaluation indicates: a high participation by children during instruction periods; attainment of bilingual-bicultural curriculum objectives; in-creased independence in planning/implementing the curriculum; an increased confidence in the mothers to provide educational assistance to their children; use of both Spanish and English as mediums of instruction. (NQ)

ED 147 074 RC 010 209 O'Buachalla, Seamus P.

Case Study.

uropean Cultural Foundation, Paris (France).

st. of Education. Spons Agency—Commission des Communautes Europeennes (Luxembourg).

Pub Date Sep 76

Note-71p. Available from-Institut d'Education, Fondation Europeene de la Culture, Universite Paris-IX Dauphine, Pl. du Ml de Lattre de Tassigny, 75116 Paris (no price given) EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Demography, Economic Factors,
Educational Development, Enrollment, Foreign
Countries, Industry, *Post Secondary Education, Regional Planning, *Regional Schools,
*Rural Population, Socioeconomic Influences,
*Technical Institutes, *Vocational Schools
Identifiers—*Ireland (Midwest)
Among the range of resources in the Mid-West

Among the range of resources in the Mid-West Region of Ireland, higher education is an important, if costly, element. Five university institutions, eight colleges of education, two colleges of technology, and since 1970 nine regional technical colleges offer a higher education. The very large second level student body of the Limerick region was denied access to higher education, unless they travelled outside the region to Cork or Galway, between which Limerick is geographically situated. Since a case for a university at Limerick was rejected in 1967, the Higher Education Authority in 1968 recommended the establishment of an institution of higher education providing technological education at various award levels. Therefore in 1970, the National Institute for Higher Education (NiHE) was founded, having both a national and a regional function. This study examines the Mid-West region (demography, physiography, economy, education) and the NIHE, and evaluates some of their salient features. Some aspects of the present interaction between them are described and an extended pattern of constructive interaction is advocated and analysed. In this analysis the educa-Among the range of resources in the Mid-West extended pattern of constructive interaction is advocated and analysed. In this analysis the education system is seen as a component part of the socioeconomic fabric of the region; its quality and quantity will not determine autonomously the fate of the region. Also given is some statistical data on the total and rural population, employment, and enrollment in the post primary schools and in NIHE (Author/NO). and in NIHE. (Author/NQ)

RC 010 211 Tamblyn, Lewis R.
Rural Education and Montana.
Montana Education Association, Helena.

Pub Date 5 Nov 77

Note—44p.; Prepared at the request of the Montana Education Association for presentation to its officers and staff (November 5, 1977). Ta-

its officers and staff (November 5, 1977). Ta-bles in the appendix may not reproduce well due to small print size of original document EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—Definitions, *Educational Needs, Educational Objectives, Equipment, *Facilities, *Financial Support, Place of Residence, *Rural Education, Rural Urban Differences, Shared Services, Statistical Data, *Synthesis, Teacher Education, Teacher Improvement, *Teacher Recruitment, Vocational Education Identifiers—*Montana, Nonmetropolitan Areas Synthesizing previous research, statements, and special reports calling attention to the unique

special reports calling attention to the unique problems associated with rural education, this paper presents definitions, statistics, and reco mendations applicable to rural education and to Montana. Among the topics presented are: a con-temporary definition of rurality (nonmetropolitan is posited as the more contemporary definition is posited as the more contemporary definition since its emphasis on rural experience encompasses more people-31.4% of the total U.S. population); tabular data describing U.S. population by place of residence (metro, nonmetro, rural nonfarm, and rural farm); discussion of the President's National Advisory Commission on Rural Poverty, "The People Left Behind"; tabular data re: the number of public school systems and the number of nursile servolled by size of system in the number of pupils enrolled by size of system in the U.S. (1975); discussion re: the lack of pre-school, vocational, and kindergarten education programs in rural areas; the retention of quality teachers and teacher education programs in rural areas; and maintaining and supporting quality facilities and instructional materials in rural areas. Demonstrating the degree to which rural educa-tion problems have not been addressed, this presents a brief but pointed statistical profile of education in Montana. Citing recom-mendations coming from the U.S. Office of Education's Task Force Report on Rural Education (establishment of a rural unit in USOE, development of a National Center for Rural Educati provision of funding for teacher incentive, shared services, and interstate councils, etc.), this paper asserts that implementation will achieve major goals for rural education. (JC)

ED 147 076 RC 010 212

Danbom, David B.
Toward an "Efficient and Contented" Agriculture:
The Goals of Rural Education Reform, 1900-Pub Date 14 Oct 77

Note-19p.; Paper presented at the History of Education Society Meeting (Toronto, Canada, October 14, 1977) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Agricultural Production, Con-solidated Schools, Curriculum Development, *Economic Factors, *Educational Change, *Educational History, *Educational Philosophy, Efficiency, Elementary Secondary Education, *Rural Education, Rural Urban Differences,

*Rural Education, Rural Comment Social Change Identifiers—*Country Life Movement Rural education reform manifest in the U.S. "Country Life Movement" of the early 1900's centered on the doctrine of economic efficiency. Rural education reformers believed that high the light of the refficiency of farfood prices were due to the inefficiency of far-mers and the general discontent of rural peoples exemplified by the rural to urban migration. The exemplified by the rural to urban migration. The rural education system was perceived as the key to rendering rural people "efficient and contented" enough to produce the nation's food. The tented" enough to produce the nation's food. The rural school was perceived as the most important institution of change because: there was faith in its ability to change people; it was a publicly-con-trolled institution amenable to public pressure; it directly influenced people when they were young and pliable; and it was an especially significant institution in the country. Country Lifers perceived change in terms of reorganization (curriculum reform which would produce more aesthetically contented and more scientifically skilled people) and redirection (school consolida-tion). Fearing the loss of local control and resenting the condescending attitudes of the largely urban oriented reformers, the rural people op-posed reform, while the reformers retaliated with charges of ignorance and viciousness. After 1920, interest in rural school reform declined sharply, mainly because food prices fell considerably after 1920. (JC)

ED 147 077 RC 010 213

Dukepoo, Janis Herman And Others
National Indian/Alaska Native Health Conference:
"Improving Health for Improving Life". The
Proceedings of the Annual Conference (1st,
Palm Springs, California, June 29 - July 1,
1976).

National Indian Health Board, Inc., Denver, Colo. Spons Agency—Health Services Administration (DHEW/PHS), Rockville, Md.

Pub Date 29 Jun 76 Contract-HSA-241-76-0204

Note—101p. EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Advisory Committees, Agency Role,
*Alaska Natives, *American Indians,
*Conference Reports, Delivery Systems,
Federal Legislation, Financial Support, *Health
Insurance, Health Needs, *Health Services, *Improvement, Individual Power, Nonreserva-tion American Indians, Organizational Effec-tiveness, Reservations (Indian), Tribes

Identifiers-*Conference Transcripts,

The conference was the first conference at a national level to deal solely with American Indian health needs. Representatives of 31 Indian health boards and 49 states gathered together to learn more about and discuss some of the most vital issues facing the delivery of health services to Native Americans today. In an important attempt to understand and gain input into National Health Insurance before the issue becomes a finality in insurance before the issue occoring a many in this country, participants listened to an explanation of current proposed National Health Insurance legislation. They also heard a proposed Indian position on the subject, a composite of the different positions submitted over the previous year by tribes and health boards to a core group of the National Indian Mealth. year by tribes and nearth poarts to a core group under sponsorship of the National Indian Health Board (NIHB). Panel discussions dealt with the National Health Planning and Resource Develop-ment Act and its health board applications in various parts of the country, the Indian Self Determination Act and its implications, the Indian Health Care Improvement Act, and tribal and urban health board development and manageurban health board development and management. An overriding concern voiced during workshop sessions was the need felt by non-reservation Indians for representation on NIHB and conference participants later decided as a body to ask NIHB to research the possibility of an off-reservation member. This paper presents an abreviated transcript of the conference, the resolutions passed by the participants, and the resolutions referred to the National Health Insurance Core group. (Author/NO) Core group. (Author/NQ)

ED 147 078

RC 010 214

Nieto, Consuelo Chicana Identity: Interaction of Culture and Sex Pub Date Sep 76

Note—35p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not

EDRS Price MF-30.55
Available from EDRS.
Descriptors—Bibliographies, Changing Attitudes, Characterization, Cultural Awareness, Cultural Environment, *Cultural Factors, Ethnic Status, *Feminism, *Identification *Identifi

Environment, *Cultural Factors, Ethnic Status, *Females, *Feminism, *Identification (Psychological), Labeling (of Persons), Literature Reviews, *Mexican Americans, Racial Recognition, Racism, Research Needs, Role Perception, Self Actualization, *Sex Role, Social History, Sociocultural Patterns dentifiers—*Chicanas

Presenting Chicanas as they are written and spoken of by certain people from within their cul-ture, this paper aimed (1) to acquaint Chicanos and non-Chicanos with a history of struggles for equality and recognition for women within the Mexican/Chicano communities and where those struggles are manifested in today's Chicanas; (2) to direct those who have responsible roles in this

nation's schooling systems to "informed sources of knowledge and interpretation" about the Chicana; and (3) to suggest, explicitly and implicitly, areas for further research on th plicitly, areas for further research on the subject of la Chicana. The paper presented a broad sur-vey of historical and sociological factors central to many Chicanas active in the struggle for equal rights. Material for the survey was derived from both the Mexican/Chicano culture's literature on the woman and from interviews conducted with five selected women who identify themselves as Chicanas. The interviews were conducted with Chicanas. The interviews were conducted with five urban Chicanas, ranging in age between early 20's and early 40's: a married, high school graduate, office manager; a single college student; a divorced, high school graduate, employment interviewer; a single teacher with an M.A. degree; and a single, PhD candidate, counselor. The Chicanas were asked about their use and definition of the term Chicana the ties between the tion of the term Chicana, the tie-in between the Chicano movement and Chicanas, institutions they felt socialized the Chicana into traditional roles, the connection between the overall Women's Movement and the Chicana Movement, and their relationships with Chicanos. (NQ)

less, James D.

Quality, Equity, Efficiency, Evaluation, and Local Flexibility: The Political and Educational Dilem-mas of Iowa's Foundation Plan.

Pub Date Jul 77

Note-229p.; Ed.D. Dissertation, Drake Universi-

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Average Daily Attendance, Commu-nity Support, Comparative Analysis, *Cost Ef-fectiveness, Decentralization, Doctoral Theses, Educational Finance, *Educational Quality, *Equal Education, Evaluation Methods, *Program Evaluation, *Rural Schools, School District Autonomy, School Holding Power, School Redistricting, *School Size, Small Schools, Student Participation, Tax Support Satisfaction, Identifiers—Community School Foundation Plan

The 1971 Iowa School Foundation Plan for Financing Education was created to achieve goals Financing Education was created to achieve goals of quality education, equity in financing education, efficiency, evaluation of local districts and the state system, and local flexibility. To analyze lowa's success in meeting those goals, information gathered from 18 rural school districts and data from the State Department of Public Instruction was used. Student, teacher, and parent existences were measured the experimentation. satisfaction was measured through questionnaires, with districts divided into those with less than 750 students, 1,000-1,999 students, and two countywide units. Quality was assessed by student retention, student participation, graduate produc-tivity, citizen satisfaction, and parent willingness to finance schools; smaller districts led the field In equity, Iowa is fourth in the nation in exper ture equity, and tax equity is progressing. Effi-ciency (what is received for dollars spent) proved greater in smaller districts (higher per pupil costs); they had better retention, daily at-tendance, school pride, and parental satisfaction. Evaluation and local flexibility have not been improved. Findings support decentralization of larger units rather than the proposed consolidation of smaller units, and suggest more political and educational attention and credit to Iowa's er rural districts for offering quality educational opportunities. (RS)

ED 147 080

RC 010 216

Thirsk, Wayne R.

Income Distribution and Colombian Rural Education. Program of Development Studies Paper
No. 54.

Rice Univ., Houston, Tex.

ons Agency—Agency for International Development (Dept. of State), Washington,

Pub Date 74

Contract—AID/csd-3302

Note-25p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Economic Development,
*Economic Progress, Educational Opportuni ties, *Foreign Countries, Improvement, Income, *Investment, Primary Education, Quality of Life, *Rural Development, *Rural Educa-tion, Socioeconomic Status, *Theories, Voca-tional Education

Identifiers-*Colombia

Education policies can discriminate against dif-ferent income groups through the supply of edu-cational opportunities. Expansion of primary school facilities in neglected areas, in this case rural Colombia, may have a high rate of return as well as raise relative incomes of poor people. A simple theoretical model deals with linkages between efficiency in distribution of education and distribution of income. Despite increased percentages of enrollments at every educational level in Colombia, access to education in rural ieves in Cotombia, access to education in rural areas remains severely limited. Recent studies discuss private and social rates of return to pri-mary schooling for males and females along with some reference to vocational schooling, which overall yielded the highest returns. Increasing rural primary school opportunities has far-reaching implications; for example, on effects of rural education on migration to urban areas, increased productivity, and rural economic development. Returns to primary education may be lower in rural than urban areas although the be lower in rural than urban areas although the most advanced rural regions may receive highest returns to education. Even where private rate of return is low, benefits in crime prevention, health care, improved literacy, and lower birth rates jus-tify the investment. Dropout prevention policies should be tied to expansion. (RS)

ED 147 081 RC 010 217 Positive Self-Concept in Migrant Children.

MACRO Educational Associates, Inc., Buffalo,

Spons Agency—State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center. Pub Date Jun 74

Pub Date Jun Note—199p.

Available from—Geneseo Migrant Center, State
University College of Arts and Sciences,
Geneseo, New York 14454 (34.00)

Geneseo, New York 14454 (34.00)

Available from—Geneseo Migrant Center, State
University College of Arts and Sciences,
Geneseo, New York 14454 (34.00)

escriptors *Behavioral Objectives, *Behavior Development, Bibliographies, Body Image, Books, Films, *Individual Characteristics, Literature Reviews, *Migrant Children, Nega-tive Attitudes, Preschool Children, Primary Grades, Resource Guides, Self Actualization,

realize that in order for the schools to succeed for migrants, the first priority must be given to in-stilling in migrant children a valuation of self. This resource guide brings together some materi-als, methods, research studies and other relevant items pertaining to the development of recipitive als, methods, research studies and other relevant ttems pertaining to the development of positive self-concepts in migrant children of both preschool and primary school age. Included is a review of research studies dealing with the development of self-concept; the migrant child's strengths; and the transiency of the migrant ex-perience, family cohesion, and the way that school is perceived and their effects on self-con-cent. The trained characteristics of both his and cept. The typical characteristics of both high and low self-concept children are described and trans-lated into a set of illustrative behavioral objeclated into a set of illustrative behavioral objectives for both pupils and teachers aimed at developing positive self-concepts. Various methods and materials used by educators, parents, and others in building positive self-concepts are discussed. Also given are a listing of 18 films and 10 books written for preschool and primary school children, a 284-time bibliography of literature on self-concept, an annotated bibliography of 20 books and records dealing with the self and body image, and the addresses of 108 individuals and agencies that assisted in collecting data relative to methods and materials used for developing positive self-concept in migrant children. (NQ)

ED 147 082 Mazon, Manuel Reyes, Ed. Adelante: An Emerging Design for Mexican American Education.

Texas Univ., Austin. Center for Communication

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps. Pub Date 72 Grant—OEG-0-71-0273(715)

Note—380p.; Revised papers which were prepared for critical analysis by Mexican American scholars at the conference, "Toward a Philosophy of Education for the Mexican American" (Austin, Texas, November 1971)

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.
Descriptors—Biculturalism, Bilingual Education,
Change Agents, "Cultural Awareness, Cultural
Factors, Cultural Pluralism, Education, Educational Anthropology, "Educational Needs,
'Educational Philosophy, Educational
Research, Ethnocentrism, Intellectual Development Language Development Mayican Amer-

Research, Ethnocentrism, Intellectual Development, Language Development, Mexican American History, *Mexican Americans, Politics, Psychological Characteristics, Public Education, Sociolinguistics, Teacher Attitudes, *Teacher Education, Teacher Programs Identifiers—*Bicultural Education, Chicanos Prior to an intensive 3-day conference, position papers were prepared by a select group of Mexican American scholars, representing the areas of history, anthropology, bilingualism, sociology, and cultural arts. Under suggested guidelines, selected Mexican American educational leaders reacted to the papers in small group sessions at selected Mexican American educational leaders reacted to the papers in small group sessions at the conference. Based on these reactions, the papers were then revised for this publication, which is divided into two sections. The first contains two introductory papers concerning the general topic of education for the Mexican American. The second section includes a paper discussing specific problems of the Mexican American child and the eight main position papers. Topics of the papers are: a challenge for educational institutions—an educational philosophy for the instruction of Mexican Americans; anthropological implication in the educaicans; anthropological implication in the educa-tion of Mexican Americans; toward a philosophy of education for the Chicano, bilingualism and inresearch, the basis for a new philosophy for education; a tri-partite development for the cultural arts in the education of the Mexican American; and the cultural arts in the education of the Mexican American; the ethnocentric response of public education to the Chicano, implications for school administrators; the psychology of the Mexican American; a historical perspective on the Mexican American. Each paper is preceded by a short preface and followed by a list of the panel members and their reactions. (NO)

ED 147 083 RC 010 219 Public Law 83-280 -- A Report Prepared by American Friends Service Committee.

American Friends Service Committee, Seattle, Wash. Pacific Northwest Regional Office.

Note-11p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Posta

Descriptors—*American Indians, Court Litiga-tion, Criminal Law, *Federal Legislation, History, *Law Enforcement, *Legal Responsibility, *Reservations (Indian), *Self Determination, State Legislation, Synthesis, Tribes lentifiers—*Self Determination, *Tribal Identifiers.

Sovereignty Sovereignty Describing the "checkerboard" effect of legal jurisdiction over American Indians living on reservations currently operative under Federal, state, and local laws, this document presents a brief synthesis of the legislative history leading up to Public Law (PL) 83-280 and the Indian Self Determination Act of 1975 (PL 93-638). Specifically, this document addresses: early establishment of tribal sovereignty (the 1789 Northwest Ordinance, the 1834 Act of Congress, the case of Ex Parte Crow Dog, and the enabling acts of states) and the erosion of tribal sovereignty (1885 Major Crimes Act and the 1887 General states) and the erosion of tribal sovereighty (1885 Major Crimes Act and the 1887 General Allotment Act); The Termination Act of 1953 and 1953 PL 83-280 (seen as an attempt by the U.S. government to end its responsibility to Indian peoples, since this law transferred civil and criminal law enforcement jurisdiction from the Federal government to the various states); the 1968 Indian Civil Rights Act (consent of tribes became mandatory for the assumption of further 1908 indian Civil Rights Act (consent of tribes became mandatory for the assumption of further state jurisdiction); the 1975 Indian Self-Deter-mination and Educational Assistance Act (recognized the right of tribes to manage their own affairs); the Indian Law Enforcement Act of 1975 (recent attempts to secure sovereignty based on the principle of local option repeal of PL 83-280); and Washington State under PL 83-280 (an illustration of the checkerboard effect of multiple jurisdiction). (JC)

ED 147 084 RC 010 222 Smith, Herbert A., Ed. Help on Wheels: The Story of Colorado's Mobile Units Serving the Needs of Migrant Education.

Colorado State Dept. of Education, Denver. Compensatory Education Services Unit. Sons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date May 76

Note—24p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Fducation, *College Descriptors—Bilingual Education, *C School Cooperation, Educational Inno Inservice Teacher Education, *Migrant Education, *Mobile Educational Services, Outdoo Education, Parent Participation, Program Administration, *Program Content, *Program Descriptions, Program Evaluation, Special Services, *State Programs

ifiers—"Colorado, Colorado State Universi-University of Colorado, University of uthern Colorado

In order to help local schools cope with the problems of migrant children, the Colorado State Department of Education conceived the idea of a mobile unit which would make periodic visits to mobile unit which would make periodic visits to schools serving migrant children. Originally the service provided by the units placed heavy emphasis on the diagnostic function. Accordingly, the units were designed and equipped to test hearing, sight, reading ability, and other factors affecting the children's ability to learn. As the project neared the operational phase, it became obvious that teacher training institutions in the state should also be concerned with behavior state should also be concerned with helping teachers of migrant children to do a more profes-sional job. Therefore, Colorado State University and Colorado University were initially selected to implement the program. Because of the promise in the early successes of the two units, and the in-ability to provide sufficient needed services in such a huge state, a third unit was assigned to the University of Southern Colorado in 1970. The mobile units work with local programs in local program settings and facilities. This insures that the assistance rendered by the units is "more realistic, significant, and helpful". This report presents a description of the origin of the mobile unit project, an overview of the institutional pro-gram, a description of the functions and duties of the mobile unit instructors, summaries of the pro-grams provided by each of the cooperating higher education institutions and of some of the special activities by the unit instructors, and a disc of project evaluations. (NQ)

RC 010 223 Proceedings of the Symposium on Chicanos an Welfare (Albuquerque, New Mexico, Novembe 19-20, 1976).

National Council of La Raza, Washington, D.C. Spons Agency-Field Foundation, New York,

Pub Date 19 Nov 76

Note—350p.; Some parts of document may be marginally legible due to quality of print EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Proce mp - 30.33 st. - 518.07 Ptus Postage.

Descriptors — Attitudes, Case Studies, Cultural
Factors, Federal Programs, Females, Immigrants, Life Style, "Mexican Americans, Oral
History, Organizations (Groups), Senior
Citizens, "Social Services, Social Welfare,
"Sociocultural Patterns Social Services, Social Welfare, *Sociocultural Patterns, Socioeconomic Background, *Symposia, Values, Welfare Agencies, *Welfare Recipients, *Welfare Ser-

Identifiers Chicanas, *Chicanos

The five papers presented at the symposium were discussed and reacted to by the participants. In "Values, Ideology and Social Services" a socio-philosophical approach is used to compare Chicano values to the origins and development of the values behind the Social Welfare System. "An the values behind the Social Welfare System. "An Oral History of a Mexican Immigrant" presents the story of a 75-year-old Mexican woman who, at an early age, was faced with the adjustments and difficulties entailed in immigrating to the United States. A socio-cultural approach is used to document the values, attitudes and motives of a Mexican immigrant and her family. In "The Effects of the Welfare System on the Chicano Elderly", the economic and social conditions of the older Chicano generation are described in detail. A review is made of the government programs available to them and the effects the welfare practices and value system have on the Chicano practices and value system have on the Chicano elderly. The theoretical justification for these programs is also discussed. "The Welfare System's Impact on the Chicana: A Beneficiary's Perspecdescribes the situation which motivated the

formation of organizations that would advocate for the presentation of the rights of the Chicana when dealing with social service programs, discusses the failure of some Federal programs to meet their objectives, and gives case studies which illustrate problems encountered by meet their objectives, and gives case studies which illustrate problems encountered by Chicanas when participating in the various welfare programs. The final paper provides a statistical analysis of Chicanos and other Hispanic groups on the various public assistance programs. The symposium's plenary group discussion is summarized. (NQ)

RC 010 224

Leitka, Eugene Annual Indian Youth Opportunity Conferences (1st and 2nd, April 25-26, 1974; February 26-28, 1975). Research and Evaluation Report Se-

Bureau of Indian Affairs (Dept. of Interior), Al-buquerque, N. Mex. Report No—RER-20-C Pub Date Jun 76

Note—48p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

EDIKS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*American Indians, Conferences,
*Educational Opportunities, Grade 11, Grade
12, Health Occupations, *High School Students, *Post Secondary Education, *Program
Evaluation, Scholarships, Vocational Education, *Workshops
Identifiers—*Indian Youth Opportunity Conferences. Nam Activation

Identifiers—*Indian Youth Opportunity Conferences, New Mexico
Data derived from student evaluations of two
conferences on educational opportunities for
American Indian youth are presented in this
document. Evaluations derived from the first conference are analyzed in terms of the 10-item
questionnaire and the 205 responses made by junior and senior high school students attending
workshops on higher education scholarships,
health careers, vocational training, careers in the
70's, and college pre-orientation and tours of the
various institutions of higher learning in Albuquerque. These responses reflect: primary in
terest in college rather than vocational education;
the successful dissemination of useful information; positive attitudes toward Native American
conference speakers; and concerns regarding conference speakers; and concerns regarding more variety in the fields of interest presented in more variety in the fields of interest presented in future workshops, smaller groups, and more explicit information on the available funding sources. Data derived from a 5-item question-naire administered to student participants (N=751) at the second conference are analyzed in terms of: information benefit; speaker impact; information relevance; the physical set-up of the conference; and overall conference success. These responses indicate: the information presented was beneficial (49% of the students presented was beneficial (49% of the students said it was very beneficial); the speakers were interesting (45% said the speakers were very interesting); the information was relevant (43% said it was very important); and the overall impact of the conference was positive (91% rated the conference from excellent to fair). (JC)

ED 147 087 RC 010 225 RC 010 225
Survey of Student Characteristics at Fort Sill and
Chilocco Indian Schools, 1976. Research and
Evaluation Report Series No. 55.
Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
Report No—RER-55

Pub Date 76

Note—16p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Posta EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Age, Agency Role, *American Indians, *Boarding Schools, Educational
Background, Family Structure, Place of Residence, *School Role, *Secondary Education,
Sex (Characteristics), *Student Characteristics
Identifiers—Bureau of Indian Affairs, *Chilocco
Indian School OK, *Fort Sill Indian School OK,
Oklahoms

Student records from Fort Sill and Chilocco Indian Schools (secondary boarding schools in the Anadarko Area of the Bureau of Indian Affairs) Anadarko Area of the Bureau of Indian Affairs) were examined for purposes of determining needed educational programs. Data were obtained for: all students who had completed the 1975-76 school year and were expected to return; all 1975-76 seniors who had graduated; and all other students for whom pre- and post-test data were available (172 records were reviewed for Fort Sill and 206 records were reviewed for Chilocco). The characteristics examined were: sex distribution; state of residence; family struc-

ture; type of school previously attended; and age. Fort Sill results indicated: 54.7% of the students were over age-grade level; 82.6% had problems developed at other schools, primarily non-BIA schools; 53.5% came from broken homes; and schools; 53.5% came from broken homes; and 29.7% came from tribes located outside the state of Oklahoma. Chilocco results indicated: a normal sex distribution for all but the 12th grade where only 39.7% were female; only 52.4% came from tribes in Oklahoma; 46.6% lived with both parents; 43.2% lived with 1 parent; and 10.2% lived with other than parents; 85.9% came from other than BIA schools; and 62.6% were over age-grade level. It was concluded that attitudinal, emotional, academic, familial, cultural, and environmental characteristics should be further analyzed in depth so that a total educational provacumental characteristics should be further analyzed in depth so that a total educational program might be developed to address the problems of these Indian students and that funding and facilities should be provided to help the boarding school alter the total behavior of the student. (JC)

ED 147 088

RC 010 226

Benham, William J., Jr.
Education in the Bureau of Indian Affairs.
Research and Evaluation Report Series No. 52.
Bureau of Indian Affairs (Dept. of Interior), Al-

buquerque, N. Mex. Report No—RER-52 Pub Date 1 Jul 77

Note—64p.; Some parts of this document may reproduce poorly due to small type EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

EDRS Price Mr. 30.33 HC 35.35 Rherican Indians, Descriptors—*Agency Role, *American Indians, Basic Skills, Boarding Schools, Community Control, Dropouts, *Educational History, Basic Skills, Boarding Schools, Community Control, Dropouts, *Educational History, *Educational Needs, Facilities, Futures (of Society), *Policy Formation, Resource Alloca-tions, *Self Determination, Special Education, Tables (Data), Technical Assistance Identifiers—*Bureau of Indian Affairs, Contract Schools, *Self Determination

Providing tabular, graphic, and narrative data, this report on American Indian education programs within the Bureau of Indian Affairs (BIA) details past, present, and future BIA educational concerns. Specifically, this report addresses: the BIA background; the contemporary scope of BIA education (Federal school operations, higher education and college scholarships for Indian stu-dents, Indian controlled schools, and school facilities and construction); BIA education issues and problems (the nature of education and what it can/should do, residential schools, special edu-cation, school facilities construction, and success and BIA education). The graphs presented in this report illustrate the historical development of BIA education in terms of types of schools, resource allocations, student population, etc. This report identifies the following as major BIA thrusts for the present and future: emphasis on a scope of interest involving Federal school operations, higher education scholarships, Johnson-O'Malley assistance, school facilities, and Indian controlled schools; adherance to the policy of Indian self-determination; emphasis on reducing the Indian student dropout rate and increasing educational focus on the basics; continuation of off-reservation schools which will become increasreservation schools which will become increas-ingly smaller, requiring highly trained staff to meet the special needs of Indian students; and general perception of the BIA as a technical ser-vice unit serving and supporting Indians who are in control of their own schools. (JC)

ED 147 089 RC 010 227 valuation Report of Dartmouth's A Better Chance Program. Research and Evaluation Re-port Series No. 53.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
Report No-RER-53

Pub Date Nov 76

Note—20p.; Not available in hard copy due to marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Available from EDICS.

Descriptors—Academic Education, Administrator
Attitudes, *American Indians, Cocurricular Activities, Communication (Thought Transfer), Enrollment, Family Relationship, *Financial Support, *Higher Education, *Interagency Coordination, Problems, *Program Evaluation, Public Relations, *Recruitment, Student Attitudes, Teacher Attitudes entifiers—*A Better Chance, Dartmouth Col-

Requested by the Director of the Office of In-dian Education Programs, this evaluation of the A Better Chance (ABC) Program administered the New England Regional ABC Office eadquartered on the campus of Dartmouth College consists of 17 parts, each comprised of at least 2 separate statements titled "Observations" least 2 separate statements tuted "Observations" and "Recommendations" regarding the following: communications; public relations; proposal sub-mission; funding deadline; recruiting; orientation program; student screening; school selection; academics; extra-curricular activities; corresponacademics; extra-curricular activities; correspondence from home; newspapers; maximum enrollment; student comments; supervisory comments; teacher comments; and the expansion and regionalization of ABC. As reported here, the ABC Program suffers from: extremely poor communications and public relations; a lack of secure funds due to late proposal submission; a poor commitment exercises of the evaluations in the tunus due to late proposal submission; a poor recruitment program (of the total students in the program, 50% are Navajo, 45% Hopi, and the remaining 5% Laguna); lack of communication on the part of students with their homes and families (few letters and no evidence of local newspapers); a lack of maximum enrollment Northfield-Mt. Hermon is 19 students under the maximum enrollment); frustration on the part of supervisors and teachers regarding the insecurity of funds, lack of public relations, communications, etc.; and some frustration on the part of students regarding the distance from home. Posi-tive evaluations and/or no recommendations are presented for the other areas evaluated. (JC)

chard, Joseph D. Reedy, Richard

The Relationship of a Test of English as a Second Language to Measures of Achievement and Self-Concept in a Sample of American Indian Stu-dents. Research and Evaluation Report Series

Bureau of Indian Affairs (Dept. of Interior), Al-

buquerque, N. Mex. Report No-RER-58

Pub Date 6 Sep 70
Note—46p.; Reprinted 1977. Paper presented at the American Psychological Association Con-vention (Miami Beach, Florida, September 6,

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors-*Academic Achievement, *American Indians, *Boarding Schools, Comparative Analysis, Correlation, Cultural Differences, Differences, Educational Retardation, *English (Second Language), Grade 11, Grade *English (Second Language), Grade 11, Grade
12, High School Students, Language, Relationship, Secondary Education, *Self Concept, Sex
Differences, *Tests, Tribes
Identifiers—*Albuquerque Indian School NM,
Iowa Test of Educational Development,
Southwestern Indian Adolescent Self Concept
Scale, Tennessee Self Concept Scale, Test of

English as a Foreign Language
In an effort to identify factors contributing to
the poor achievement levels of American Indian ents, a sample of juniors and seniors from the Albuquerque Indian School (AIS is a Bureau of Indian Affairs boarding school) were ad-ministered the following tests: Test of English as ministered the following tests: less of English as a Foreign Language (TOEFL); lowa Test of Educational Development (ITED); Tennessee Self Concept Scale (only 8 of the 100 TSCS scores were used); and the Southwestern Indian Adolescent Self-Concept Scale (SIASS). Results were analyzed in terms of linguistic-tribal affiliawere analyzed in terms of linguistic-tribal affilia-tion, grades, sex, and self concept. The sample consisted of: 32 male and 37 female Navajo Athabascan speakers; 6 male and 5 female Apache Athabascan speakers; 7 male and 3 female Keres and Towa speakers; 3 male and 3 female Tiwa and Tewa speakers; and 1 male and 2 female Zuni and Ute speakers. Indicating an in-terrelated sees between educational retradistions. 2 female Zuni and Ute speakers. Indicating an in-terrelatedness between educational retardation, low self concept, and skill in the English lan-guage, the results showed lower than norm scores for all the tests used; tribal differences in favor of the Apache; sex differences in favor of the females' competence in the more technical aspects of English; grade differences in favor of the juniors (evidence of educational retardation); differences in self-concent test results, with the differences in self-concept test results, with the TSC indicating much lower self concept than the SIASS; and low scores on the ITED and TOEFL tests. It was concluded that any attempt to rectify this situation should consider language, culture, and self as inextricably interwoven. (JC) ED 147 091

RC 010 230 Moulton, Jeanne Marie ANIMATION RURALE: Education for Rural

Development.

Massachusetts Univ., Amherst. Center for International Education

Pub Date 77
Note—263p.; Not available in hard copy due to small print size of original document
Available from—Center for International Education, Hills House South, University of Massachusetts, Amherst, Massachusetts 01002 (\$5.00)

ice MF-\$0.83 Plus Postage. HC Not

Available from EDRS.
escriptors—*Case Studies, Change Agents,
Communication (Thought Transfer), *Concept
Formation, Decentralization, Definitions, Communication (1905)
Formation, Decentralization, Definitions,
Economic Development, Foreign Countries,
History, Hypothesis Testing, *Nonformal Education, Policy Formation, *Rural Development,
*Rural Education, Social Change, Socialism, Transportation

Identifiers—Africa (West), Animation Rurale, *Niger, *Senegal

Information gathered via literature review, interview, and personal observation was used to ex-amine the effectiveness of animation rurale programs in Senegal and Niger, French West Africa. Identifiable animation rurale assumptions tested as applicable to Senegal and Niger were: nationwide development programs at the grass roots level can be ordained/directed by the central government; traditional societies are amenable to evolution toward modern economic/political institutions; the socialist is more efficient than the capitalist mode of development; education of the masses and socioeconomic structures providing masses and socioeconomic structures providing equal distribution are complementary; participation in modern economic/political structures can be the very basis for training people to operate in these structures; and educational programs are most effective when they are integrated into other development programs. Based on the study's conclusions, the following hypotheses were formulated re: the pre-conditions necessary for comprehensive rural development program implementation: a comprehensive education proimplementation: a comprehensive education program for national development must be an ingrain to hadronal development must be aim integral part of national policy; administration of the national government must be decentralized enough to allow local education programs sufficient control; the government must have sufficient financial resources to invest in long-term programs; the national government must be politically/ideologically stable enough to afford opposition; there must be an infrastructure of communication and transportation links; village workers must be given incentives to stay in the village and act as liaisons between traditional and modern practices. (JC)

ED 147 092 RC 010 237

Nutting, Paul A. And Others
Studies in Ambulatory Care Quality Assessment in
the Indian Health Service. Volume I: Overview
of the Methodology. of the Methodology. Health Services Administration (DHEW/PHS), Tucson, Ariz. Indian Health Service.

Pub Date Sep 77

Note—84p.; Best copy available EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*American Indians, Content Analysis, Data Analysis, 'Delivery Systems, Efficien-cy, 'Evaluation Criteria, 'Evaluation Methods, Guidelines, Health Services, 'Measurement In-struments, 'Medical Care Evaluation, Methods Research, Pilot Projects, Program Effectiveness Identifiers—Ambulatory Care, *Indian Health

Describing the methodology by which the quality of ambulatory health care in the Indian Health Service (IHS) might be measured, this report presents a brief review of the literature; discusses design decisions basic to the methodology; presents a pilot study; and presents examples of process maps, indicators and adult criteria, and data collection instruments. The design decisions are identified as follows: the object of attention is ambulatory care (because it: is the primary IHS mode; is appropriate for the study of patient cation, primary education, screening, early diag-nosis, treatment, and follow up; and is a fertile area for quality appraisal research); the dimension of quality measured is effectiveness; the content of the evaluation includes measures of process and outcome for a group of representa-tive health problems; the yardsticks employed to measure quality are explicit patient care criteria; the perspectives from which measurements are taken are both patient and provider-based; the methods of data analysis include aggregation of individual results and isolation of exceptional results. The methodological procedures are results. The methodological procedures are identified as follows: select a group of health problems representative of the major health problems in the community; develop process maps; list problem-specific criteria and translate into indicators; define criteria for each indicator; identify material to be audited; define the length of study period; and employ instruments (graphic of study period; and employ instruments (graphic algorithms and data collection forms for those tracers for which provider-based indicators are used). (JC)

ED 147 093 RC 010 238

Nutting, Paul A. And Others
Studies in Ambulatory Care Quality Assessment in
the Indian Health Service. Volume II: Appraisal

of System Performance.
ealth Services Administration (DHEW/PHS),
Tucson, Ariz. Indian Health Service. Pub Date Oct 77

Note-54p.; Best copy available EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*American Indians, Data Analysis,
*Delivery Systems, Evaluation Criteria,
*Evaluation Methods, Health Services, *Evaluation Methods, Fleath *Medical Care Evaluation, Methods Research, *Pilot Projects, Program Effectiveness

Identifiers-Ambulatory Care, *Indian Health Service

Six Indian Health Service (IHS) units, chosen in a non-random manner, were evaluated via a quality assessment methodology currently under opment by the IHS Office of Research Development. A set of seven health problems (tracers) was selected to represent major health problems, and clinical algorithms (process maps) were constructed for each health problem; criteria were then defined and translated into audit questions (population, provider, and health status indicators). The seven tracer conditions were analyzed in terms of care: provided by the system; received by the beneficiaries; and continuity. Results indicated four major methodological issues should be of concern in future quality assessment techniques re: ambulatory care: (1) examination of provider performance alone does not necessarily reflect the adequacy of care received; (2) diagnostic and treatment processes should not be examined alone but rather in con-junction with care continuity; (3) additional developmental work is needed to clarify a concept of health outcome applicable to quality as-sessment techniques for ambulatory care; and (4) methodology based on the tracer approach as-sumes that information derived from examination of a tracer disease is similar to that obtaine other similar conditions and that adaptive processes directed at improving deficiencies in health care for a tracer will result in improve-ments in other similar conditions. (JC)

ED 147 094 RC 010 239

Nutting, Paul A. And Others
Studies in Ambulatory Care Quality Assessment in the Indian Health Service. Volume III: Comparison of Rural Private Practice, Health Maintenance Organizations, and the Indian Health

Health Services Administration (DHEW/PHS), Tucson, Ariz. Indian Health Service.

Pub Date Nov 77

Note—57p.; Not available in hard copy due to marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Agencies, *American Comparative Analysis, Delivery Evaluation Methods, Health Services, *Medical Care Evaluation, Physicians, *Private Agencies, Program Effectiveness, *Rural Areas, Urban

Areas

Ar of Research and Development, comparisons were made between results derived from a pilot test in IHS service units, 2 metropolitan Health Main-

tenance Organizations (HMO), and 3 rural private practices. Comparison of the systems' per-formances were made for the following tracer conditions: prenatal care; infant care; streptocoo cal; urinary tract infection; lacerations of scalp and extremities; hypertension; and iron-deficiency anemia. Results indicated: no substantial and conanemia. Results indicated: no substantial and consistant difference in the performance of the providers of care; observable differences attributable to patient contact with the system of care or system recognition of the need for service; IHS provided more widespread application of counseling and educational tasks and selected screening tasks, had higher patient contacts, and had lower recognition of the need for service than private practices or HMO's; private practices and HMO's had higher recognition of service need and higher follow-up rates than IHS; private practices had somewhat of a higher follow-up rate than the HMO's; HMO's had a low-up rate than the HMO's; HMO's had a low-up rate than the HMO's; HMO's had a somewhat higher application rate for counseling, education, and health surveillance tasks than private practices. Since the provider indicators did not reveal a particularly high level of performance, it was concluded that systems performance could be substantially improved if all practices capitalized upon existing patient visit patterns. (JC)

ED 147 095 RC 010 243

Persons of Spanish Origin in the United States:
March 1977 (Advance Report). Population
Characteristics, Current Population Reports.
Bureau of the Census (DOC), Suitland, Md.
Republisher Discourage.

Population Div. Report No-Series-P-20-317
Pub Date Dec 77

ote-14p.; For related document, see Ed 135

Available from-Superintendent of Documents, U.S. Government Printing Office, Washin D.C. 20402 (Series P-20, No. 317, \$0.80) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

escriptors—Academic Achievement, Age,
*Census Figures, Cubans, *Demography, Employment, *Ethnic Origins, Income, Marital
Status, Mexican Americans, National Surveys,
*Population Trends, Puerto Ricans, Residential

*Population Trends, ruerto Ricains, resourcing Patterns, *Socioeconomic Background, *Spanish Speaking, Tables (Data) The report presents advance data from the farch 1977 Current Population Survey on March selected demographic, social, and economic characteristics of persons of Spanish origin. Persons of Spanish origin are divided into the sub-categories of Mexican, Puerto Rican, Cuban, Central or South American, and other Spanish origin. Data pertain to such population characteristics as age, sex, marital status, metropolitannonmetropolitan residence, educational attain-ment, employment and occupation, income, and poverty status. In March 1977, there were about ment, employment and occupancy in the poverty status. In March 1977, there were about 11.3 million persons of Spanish origin in the United States: 6.5 million of Mexican origin, 1.7 million of Puerto Rican origin, 700,000 of Cuban origin, 900,000 of Central or South American origin, 900,000 of Central or South American origin, 400,000 of Central or South American origin, and 1.4 million of other Spanish origin. About 85% of the families lived in metropolitan areas. The median age was 22 years; 42% were under 18 years old. Only about 40% of those 25 years old and over had completed a high school education. About 57% of the employed men were working in blue-collar occupations, and about 23% were working in white-collar jobs. The median income of Spanish origin families in 1976 was an income of Spanish origin families in 1976 was \$10,300 as compared with a median of \$15,200 for families not of Spanish origin. In addition, 23% of the Spanish origin families had incomes below the poverty level as compared with 9% of the families not of Spanish origin. (NQ)

ED 147 096 RC 010 257

Casso, Henry J., Ed. Roman, Gilbert D., Ed.
Chicanos in Higher Education: Proceedings of a
National Institute on Access to Higher Education for the Mexican American (Albuquerque, New Mexico, July 1975). New Mexico Univ., Albuquerque Pub Date 76

Pub Date 70
Note—177p.
Available from—University of New Mexico Press,
Albuquerque, New Mexico 87131 (\$4.95)
Document Not Available from EDRS.
Document Not Available from EDRS.

tive Personnel, Affirmative Action, *Change Strategies, College Admission, College Faculty, Educational Alternatives, *Educational

Change, Educational Opportunities, Employ-ment Practices, Equal Education, Financial Support, *Higher Education, *Mexican Americans, Testing Identifiers—*Chicanos

In July 1975, a national institute was held in Albuquerque, New Mexico, to propose ways of improving Chicano access to higher education. The institute, dedicated to the memory of New Mexico educator Dr. Dolores Gonzales, brought teasther. Chicago and sentences the contract of the contr together Chicano educators and representatives of public and private universities, state governments, and the Federal government. They examined the patterns of education and racism that encouraged Chicano students to drop out long before college and proposed educational and political reforms to make bilingual/bicultural education a reality. The proceedings of the institute propose higher education reforms such as open universities, flexible admission standards, Chicano colleges, and increased financial aid. Also discussed is the employment of Chicanos as faculty members and administrators in institutes of higher learning, and ways to improve Chicano participation in these areas. Other topics discussed are the current trends in student admistogether Chicano educators and representatives discussed are the current trends in student admissions and compliance, designing programs for Mexican Americans in higher education, the ineffective mechanisms of affirmative action plans in an academic setting, testing, curriculum, and Chicano alternatives in higher education. (Author/NQ)

ED 147 097 95 RC 010 258

Chavez, Gilbert Cardona, Carmen C.
U.S. Office of Education Programs Serving
Hispanic Americans, Fiscal Year 1977. Office of Education (DHEW), Washington, D.C. Spanish-Speaking Program Office. Pub Date 77

Note—111p.; Some parts of the document may be marginally legible due to quality of print EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Adult Education, Bilingual Educa-tion, Career Education, Community Education, Early Childhood Education, *Educational Early Childhood Education, *Educational Finance, *Educational Opportunities, *Educational Programs, Elementary Secondary Education, Exceptional Child Education, *Federal Aid, *Federal Programs, Instructional Materials Centers, Mexican Americans, Post Secondary Education, Reading Programs, *Spanish Speaking, Special Programs, Student Financial Aid, Study Abroad, Teacher Educa-tion, Vocational Education, Womens Education Compiled annually, the report gives the geographic locations and grant size of programs funded by the U.S. Office of Education which funded by the U.S. Office of Education which have impact on Hispanic Americans. These programs are provided under the Elementary and Secondary Education Act Titles I and II, Civil Rights Act of 1964 Title IV, Bureau of School Systems, Bureau of Occupational and Adult Education, Bureau of Education for the Handicapped, Bureau of Postsecondary Education, Right to Read Office, Office of Bilingual Education, Women's Educational Equity Act, Arts and Humanities Office, Teacher Corps, Office of Career Education, and Fund for the Improvement of Postsecondary Education. Among the pro-Career Education, and Fund for the Improvement of Postsecondary Education. Among the pro-grams cited are Follow Through Program; Title I Migrant Program; Alcohol and Drug Abuse Edu-cation Program; School Library Resources, Text-books, and other Instructional Materials Program; Environmental Education Projects; Urban/Rural School Development Program; Consumer and Homemaker Education Program; Education Opportunity Centers Program; Gifted and Talented Program; the Handicapped Children's Early Edu-cation Program; Teacher Training Grants; Com-munity Education Program; Teacher Exchange Program; Library Material Grants; Fulbright-Hays Program; Library Material Grants; Fulbright-Hays Doctoral Dissertation Research Abroad Program; Cooperative Education Program; College Work-Study Program; Supplemental Educational Opportunity Grant Program; National Direct Student Loan Program; Reading Is Fundamental Program; Bilingual Education Fellowship Program; and Reading Academy Program. (NQ)

SE

ED 147 098 SE 022 415 Women and Minorities in Science and EngineerNational Science Foundation, Washington, D.C. Div. of Science Resources Studies. Report No-NSF-77-304 Pub Date Jan 77 Notes-Sen Constitution

Pub Date Jan 77

Note—36p; Contains occasional small print and shaded charts and graphs

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00307-1,

\$0.75)
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Employment Level, Employment Practices, Engineering, Higher Education, "Manpower Utilization, Minority Groups, "Minority Role, "Sciences, "Scientific Manpower, Surveys, "Working Women Identifiers—"National Science Foundation
This analytical report was developed from existing statistical data to illuminate the role of women and minorities in science and engineering.

women and minorities in science and engineering.
Two issues are addressed: whether there is a
problem related to the employment of women in
these fields, and whether women and minorities
are underutilized in these fields. Sections of the first part of the report discuss the size of the science and engineering population and the amount of participation, employment data, unemployment rates, salaries, and conclusions. The ond section discusses utilization in terms of abilities, science majors, transition from school to work, trends, and conclusions. Future prospects are also discussed briefly. (MS)

ED 147 099 SE 022 485 Federal Funds for Research, Development, and Other Scientific Activities, Fiscal Years 1975, 1976, and 1977. Volume XXV. Appendices C and D.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies. Report No—NSF-76-315 Pub Date Jul 76

Note—181p.; For related document, see ED 138 482; Not available in hard copy due to mar-

ginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Educational Finance, Educational Research, *Federal Aid, *Research, Research and Development Centers, Science Education, *Sciences, *Statistical Data, *Surveys Identifiers—*National Science Foundation

These data are based on Federal agency responses to the National Science Foundation survey on funding for research, development and scientific activities. A report on the data, to be published at a later date, will present an analysis of the R&D portion of the 1977 Federal budget. The 130 tables in this document provide data for 1975-77 on the R&D effort in terms of such factors as agency, character of work, performer, field of science, and geographic distribution. Some historical data are also included. (MS)

ED 147 100 SE 022 651

Babin, Patrick Recommendations for Intermediate Division Mathematics in Ontario. Based Upon a Study of Local and International Programs (Final Re-

port).
Ontario Inst. for Studies in Education, Toronto.
Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date 76

Note-180p.

Note—180p.

Available from—The University of Ottawa Press, 65 Hastey Avenue, Ottawa, Ontario K1N 6N5 Canada (\$4.00)

Document Not Available from EDRS.

Descriptors—*Curriculum,

*Guidelines, Instruction, *Junior High School Students, *Mathematics Education, Objectives, Program Development, Secondary Education, *Secondary School Mathematics, Surveys Identifiers—*Ontario (Ottawa)

Relevant educational theory and applicable local, national, and international mathematics programs were reviewed and used as a basis for making recommendations for the mathematics program in Ontario schools for students aged 12-15. It was recommended that the major goal be making recommendations for the mathematics program in Ontario schools for students aged 12-15. It was recommended that the major goal be to provide learners with mathematical concepts, facts, and skills, developing ability to think logically through interdisciplinary problem solving so that they can function effectively in a technological society. Specific objectives stressed the cognitive, affective, and psychomotor domains. Concerning program content, recommendations were

made that: (1) place a strong emphasis on proba-bility and statistics, flow charts, computer awareness, estimating and approximating, transforma-tions, and measurement; (2) advocate an earlier introduction of relations, functions, and trigonometry; and (3) advocate a deletion of divi-sion of polynomials, factoring, rational algebraic expressions, complicated word problems, and the expressions, complicated word problems, and the heavy emphasis on structure. Recommended learning experiences stressed relevant, real-world, interdisciplinary, and application-oriented problem-solving activities and the use of mathematical models, games, constructions, flow charts, and calculators. It was strongly recommended that problem solving be the dominant approach with diverse methods emphasizing an activity-centered learning process. Evaluation procedures were also recommended, and suggestions made for implementation. (Author/MS)

ED 147 101 SE 022 918

Hardingham, Robert J.
The Cooperating School in Teacher Education—
Source of Theory or Practice? Technical Report

Iowa Univ., Iowa City. Science Education Center. Pub Date Jun 77

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Affiliated Schools, Cooperating Teachers, *Higher Education, Instructional Materials, *Program Evaluation, *Science Education, *Student Teaching, Teacher Education, Teaching Experience

Teaching Experience entifiers—Theory Practice Relationship

This report is one of a series produced by the Science Education Center, University of Iowa. The series is designed to communicate results of research, developmental projects, and philosophical investigation to science educators. This particular report reviews the literature concerned with student teaching, with particular emphasis on the current trend to integrate theory and prac-tice in teacher education. The conclusion is made that while most programs have recognized the need to integrate theory and practice, there is still little agreement on how to bring about this integration. References are included. (MA)

ED 147 102 SE 022 966 Sai, Fred T.

tion and National Develops ma of Developing Countries. Occasional Essay

International Planned Parenthood Federation, London (England).

Note—32p.; Photographs may not reproduce well EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

*Demography, *Developing Nations, Environmental Education, *Family Planning, Health, *Population Education, *Population Trends, Science Education

This essay describes. Descriptors—Birth

Science Education
This essay describes the relationship of population to the overall development process and is based on a special university lecture given at the London School of Hygiene in February, 1974. The contents include discussions of population trends, reasons for the population explosion, the structure of populations, development inequalities, urbanization, education, employment, health needs, and family planning programs. There is a list of references at the end of the essay. International Planned Parenthood Federation publications for further reading are also given. (Author/MA) (Author/MA)

ED 147 103

Sai, Fred T.

Defining Family Health Needs, Standards of Care and Priorities with Particular Reference to Family Planning, Occasional Essay Number 4.

International Planned Parenthood Federation,

London (England).

Pub Date 77
Note—34p.; Photographs may not reproduce well EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Demography, Developing Nations, Environmental Education, "Family Health, "Family Planning, Family Programs, "Health Needs, "Medical Services, "Population Education, Population Trends This essay discusses family health model in the control of the control

tion, Population Trends
This essay discusses family health needs in the
developing world, their priorities, and the standards of health required, with particular
reference to family planning. The author takes
into account medical, social, and economic fac-

tors that influence those concerns. Some of the material presented in this essay first appeared in other international publications. The author has based his views largely on his experience in Africa. A reference section is included along with a listing of International Planned Parenthood Federation publications for further reading and IPPF Officers worldwide. (Author/MA)

ED 147 104

McNown, John S. Development of To Development of Teachers for Engineering Schools. United Nations Educational, Scientific, and Cultural Organization, Paris (France). Report No—SC-TECHED-Misc-6

Report No-SC-T Pub Date Apr 76

Note—11p.; Paper presented at the UNESCO In-ternational Conference for the Education and Training of Engineers and Technicians (New Delhi, India, April 20-26, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.

Available from EDRS.

Descriptors—*Engineering Education, Faculty Recruitment, Higher Education, *Instructional Staff, *Program Development, Science Education, *Staff Improvement, *Teacher Education, Teacher Programs, Teacher Recruitment Identifiers—UNESCO

Staff development problems faced by new engineering education institutions in developing countries are examined in detail in this report. Some of the root problems of staff development identified and discussed here are: the need for olanning, varied practical work experience. planning, varied practical work experience, pedagogy, study abroad, and expatriate staff. A number of possible ways to solve these problems are suggested. Some attention to government pol-icies, industrial cooperation, and international assistance is given. (Author/MA)

Nuclear Medicine Technology: A Suggested Post-

secondary Curriculum.
Technical Education Research Center, Cam-

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau No—OEG-0-8-070313-4602(805)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Course Descriptions, *Curriculum Guides, *Higher Education, *Medical Technologists, Medical Treatment, Paraprofes-

Guides, "Higher Education, "Medical Technologists, Medical Treatment, Paraprofessional Personnel, "Radiologic Technologists, Science Education, Technical Education, "Technical Occupations
The purpose of this curriculum guide is to assist administrators and instructors in establishing nuclear medicine technician programs that will meet the accreditation standards of the American Medical Association (AMA) Council on Medical Education. The guide has been developed to prepare nuclear medicine technicians (NMT's) in two-year postsecondary schools with clinical practicums provided by affiliated hospitals, though the program can be adapted to the needs of either one-year hospital-based programs or four-year baccalaureate programs. Included in the guide is information administrators need to know to determine NMT program feasibility in their institution, program implementation procedures, course outlines, student performance objectives, and laboratory facility requirements. A bibliography listing materials useful for both administrators and instructors, appendices containing samples of useful documents, and lists and descriptions of organizations associated with post-secondary instruction on nuclear medicine technology are also included. (Author/MA)

ED 147 106

Environmental Education at University Level: Trends and Data. Organisation for Economic Cooperation and

Organisation for Economic Cooperation.

Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 73
Note—313p.; Contains occasional light type
Available from—OECD Publications Center,
Suite 1207, 1750 Pennsylvania Ave., N.W.,
Washington, D.C. 20005 (\$7.50)
EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—Comparative Analysis, *Curriculum Design, Curriculum Development, Educational Programs, *Environmental Education, *Higher

Education, Instructional Design, International Programs, *Program Descriptions, *Science Programs, Education

Identifiers-Organisation for Economic Coopera-

tion Development
This report is based, in part, on the results of a
workshop on Environmental Education at the
University Level convened by the Centre for Educational Research and Innovation (CERI) in Tours, France. During this workshop, participants from the Organization for Economic Cooperation from the Organization for Economic Cooperation and Development (OECD) countries analyzed the serious, urgent need for establishing and develop-ing new teaching programs at the university level in environmental science. The conclusions they reached included recommendations for universities, governments, and international organiza-tions. This report is divided into two major parts. Part one contains considerations of the problems raised by environmental education and descrip-tions of experiments presented at the workshop in Tours. The second part contains surveys of environmental education in OECD member countries. Four appendices listing participants, background papers, and reports of the Tours workshop conclude the report. (Author/MA)

ED 147 107

ED 14: 100. Ed. Science and Technology Education Newsletter, No. 8. A Suppliement to the Bulletin of the Regional Office of Science and Technology for Africa.
United Nations Educational, Scientific, and Cultural Comments

tural Organization, Dakar (Senegal). Regional Office for Education in Africa.; United Nations Educational, Scientific, and Cultural Organization, Nairobi (Kenya). Regional Office of Science and Technology for Africa.

Note-24p.; For issues No. 5 and 7 of this Newsletter, see ED 115 503 and ED 134 438; Not available in hard copy due to copyright restrictions

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Conferences, *Curriculum, Environment, *Environmental Education, *International Education, International Educational Exchange, International Programs, Natural Resources, *Science Education Identifiers—*UNESCO

This newsletter presents articles on the 19th session of the general conference of UNESCO, the world conference on environmental education, integrated science education worldwide, UNESCO ad hoc advisory meeting on science education, highlights of the African regional meeting on environmental education, the network of educational innovation for development in Africa, the first Pan-African congress of mathematicians, and the Gambia curriculum development center. (SL)

ED 147 108 Energy Considerations in Home Mortgages: An Evaluation Technique. Maine Audubon Society, Falmouth.

Spons Agency-Office of Education (DHEW),

Washington, D.C. Bureau No-522AH60802 Pub Date Oct 77

Grant-G007602036 Note-30p.; For related documents, see SE 023 259, 370-371; Not available in hard copy due

to marginal legibility of original document EDRS Price MF-\$0.83 Plus Postage. HC Not

EDRS Price MIP-30.35 Fus Postage. The Not Available from EDRS. Descriptors—Building Design, Climate Control, Energy, *Energy Conservation, *Environmental Education, *Financial Support, *Housing, In-vestment, *Life Cycle Costing, *Solar Radia-tion, Thermal Environment tion. Thermal Environment

Identifiers-Environmental Energy Education Project

This document, intended primarily for mortgage lenders, is designed to aid readers in evaluating solar heating technology in the aspects of its capital cost and potential for recovery of inof its capital cost and potential for recovery vestment. Whether or not American conwill fully exploit this alternative will depend upon interest rates, the allocation of capital to finance the higher initial cost of solar energy devices, and the willingness of lenders to venture into this the willingness of renders to venture into this new technology. Discussed are energy costs as a factor of conventional loan evaluation and life cycle costing. A case study of the latter is included. A program proposal for solar heating loans is described. (MA)

ED 147 109 SE 023 259 Retrofitting: The Thermal Upgrading of Buildings. Maine Audubon Society, Falmouth.

Spons Agency-Office of Education (DHEW).

Washington, D.C. Bureau No-522AH60802 Pub Date Sep 77 Grant—G007602036

ote—31p.; For related documents, see SE 023 258, 370-371; Figures 1-5 removed prior to being shipped to EDRS for filming due to copyright restrictions; Not available in hard copy due to marginal legibility of original docu-

ment
EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.
Descriptors—*Building Design, Building Improvement, *Climate Control, Design Needs, Energy,
*Energy Conservation, *Environmental Educa-

tion, Speeches, *Thermal Environment Identifiers—Environmental Energy E

This publication is a compilation of talks this publication is a complisation of sains delivered during the spring of 1977 by Charles Wing. Contents of the booklet include retrofitting old houses, condensation and vapor barriers, solutions to the vapor barrier problem, and how much of which insulation to use. The publication includes charts, drawings, and equations to illus-trate the topics being discussed. Life cycle cost analysis is utilized in the section dealing with determining the amount of insulation to be used.
(Author/MA)

ED 147 110 SE 023 261 Manpower for Environmental Pollution Control: A Report to the U.S. Environmental Protection Agency from the Committee for Study of Environmental Manpower. Analytical Studies for the U.S. Environmental Protection Agency,

ational Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.

Spons Agency—Environmental Protection Agency, Washington, D. C.
Pub Date 77

Contract-EPA-68-01-2430

Note—446p.; Not available in hard copy due to copyright restrictions; Some parts may be marlegible due to small type

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitu-tion Avenue, Washington, D.C. 20418 (\$11.25)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS. Descriptors—Employment, Environmental Educa-

Descriptors—Employment, Environmental Educa-tion, "Manpower Development, "Manpower Needs, "Manpower Utilization, Policy Forma-tion, "Pollution, Quality Control Identifiers—Research Reports The Committee for Study of Environmental Manpower (CSEM), rezponsible for this report, was appointed by the Commission on Human Resources to review the literature in the field of environmental manpower, and to make recomenvironmental manpower and to make recom-mendations. The Committee involved experts from government, industry, environmental or-ganizations, and the general public. In this report, the Committee concluded that a large-scale or general shortage of pollution control manpower was not presently apparent or likely to develop in the near future. However, the Committee did note that shortages will occur in selected, specialized occupations. Recommendations made by the Committee included upgrading the quality of the current environmental work force through supplemental training and improvements in the educational process. Detailed discussion and tabular information are in secondines supporting the retion are in appendices supporting the report. (MA)

ED 147 111 Regional Meeting of Experts on Environmental Education in Latin America and the Caribbean, Bogota, Colombia, 24-30 November 1976. Final

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environ-mental Education Section.

Pub Date 1 Mar 77 Note—S8p.; For related documents, see SE 023 280-281: Not available in hard copy due to marginal legibility of original document EDRS Price hF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Conference Reports, Education, *Educational Assessment, *Environmental Education, Instructional Programs, Nonformal Education, *Program Descriptions, *Program Development, Program Evaluation, *Regional

Programs Identifiers—*Latin America, UNESCO

This is the final report on the background and proceedings of the Regional Meeting on Environmental Education in Latin America and the Caribbean, convened jointly by UNESCO and the United Nations Environmental Program. The goal Ontice Nations Environmental Program. The goal of this regional meeting was to examine the problems of the environment within the region, and to recommend lines for action in environmental education. These were to reflect the specific characteristics of the natural surroundings and the socioeconomic and cultural settings of the region and of the countries that settings of the region and of the countries that form the region. Environmental education was studied with respect to eco-development and life-long education in Latin America, educations systems in Latin America, strategies to introduce and develop environmental education in Latin America, and institutional strategies for developing environmental education at national and resistant leads in Latin America, (MA). ing environmental education at natio

Regional Meeting of Experts on Environmental Education in Africa, Brazzaville, People's Republic of the Congo, 11-16 September 1976.

Republic of the Congo, 11-16 September 1976.
Final Report.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.

eport No-ED-76/COF.665/COL.2

Pub Date IS Apr 77
Note—56p.; For related documents, see SE 023
279-281; Not available in hard copy due to
marginal legibility of original document
EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.

Descriptors—Education, ment, *Environmental Education, Instructional Programs, *Meetings, Nonformal Education, *Program Descriptions, Program Development, *Program Evaluation, Reports entifiers—*Africa, UNESCO

This is the final report on the background and proceedings of the Regional Meeting of Experts on Environmental Education in Africa. mental Education in Africa, convened on Environmental Education in Africa, convened by UNESCO with the collaboration of the University of Brazzaville. This meeting was one of five similar ones held throughout the world as a follow-up to the UNESCO Conference held in Belgrade, Yugoslavia. This African Regional Meeting aimed at defining specific aspects of the environmental problems particular to the region and specific aspects of environmental education appropriate to the region. Environmental education within formal and nonformal systems were discussed alone with convertains strategies to imdiscussed along with cooperation strategies to im-prove environmental education in African member states. Recommendations of the con-ference were included in the report. (MA)

ED 147 113 SE 023 281 Regional Meeting of Experts on Environmental Education in Europe, Helsinki, Finland, 27-31 January 1977. Final Report.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.

mental Education Section.

Report No-ED.77/CONF.601/COL.3

Pub Date 6 Apr 77

Note—64p.; For related documents, see SE 023
279-280; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-80.83 Plus Postage. HC Not Available from EDRS.

Available from EDNS.

Descriptors—*Conference Reports, *Educational

Assessment, Elementary Secondary Education,
*Environmental Education, Higher Education,
Instructional Programs, Nonformal Education,
*Program Descriptions, *Program Evaluation,

Regional Programs
Identifiers—*Europe, UNESCO

This is the final report on the background and proceedings of the Regional Meeting of Experts on Environmental Education in Europe, convened by UNESCO with the collaboration of the Ministry of Education in Finland. The meeting Ministry of Education in Finland. Inc meeting was the last one in a series of five meetings of this type that have been held in all regions of the world as a part of the International Environment at Education Program in UNESCO-UNEP. The purpose of this meeting was to study the present situation and to recommend guidelines for action on environmental education, taking into account the characteristics of the natural, socio-economic, the characteristics of the natural, socio-economic, and cultural environment of the region and the countries composing it. This paper includes reports from five working groups concerned with environmental education: (1) at the pre-school, primary, and secondary levels; (2) at the university level; (3) in a non-formal situation; (4) at the national and local levels; and (5) regional cooperation. Lists of recommendations are also given (MS). given. (MA)

ED 147 114 SE 023 292 ational Environmental/Energy Workforce Assessment for Alabama.

Jational Field Research Center Inc., Iowa City,

Iowa

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note—149p.; For related documents, see SE 023 293-360; Contains occasional colored pages

293-300; Contains occasional colored pages which may not reproduce well EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage. Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Control trol

Identifiers-*Alabama, Noise, Solid Wastes

This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Alabama. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institulegislation and selected post secondary institu-tions with formal Environmental/Energy pro-grams. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region IV report. This docu-ment is one in a series of 69 which presents infor-mation for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 115 SE 023 293 ational Environmental/Energy Workforce Assement for Alaska.

National Field Research Center Inc., Iowa City,

Spons Agency-Environmental Protection Agency, Washington, D. C.

Pub Date 77

Grant-EPA-T-900591010

Note—121p.; For related documents, see SE 023 292-360; Contains occasional colored pages

292-300; Contains occasional colored pages EDRS Price MF-50.83 HC-\$6.01 Plus Postage. Descriptors—Air Pollution Control, *Career Op-portunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radia-tion, *State Legislation, Water Pollution Control

Identifiers-*Alaska, Noise, Solid Wastes

This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Alaska. The study concerns itself with the en-vironmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institu-tions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region X report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

SE 023 294 ED 147 116 National Environmental/Energy Workforce Ass ment for Arizona.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agency, Washington, D. C. cy, Washin Pub Date 77

Grant-EPA-T-900591010

Note—136p.; For related documents, see SE 023 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Con-

Identifiers—*Arizona, Noise, Solid Wastes
This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Arizona. The study concerns itself with the environmental pollution control areas of air, nois potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region IX report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 117 SE 023 295 al Environmental/Energy Workforce Assess

ment for Arkansas.
National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note—109p.; For related documents, see SE 023 292-360; Contains occasional colored pages

292-360; Contains occasional colored pages and small print EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage. Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Control

Identifiers-*Arkansas, Noise, Solid Wastes

This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Arkansas. The study concerns itself with the enntal pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institu-tions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region VI report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 118 SE 023 296 ational Environmental/Energy Workforce Ass ment for California.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agency, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

ote-183p.; For related documents, see SE 023 292-360; Contains occasional colored pages and small print EDRS Price MF-\$0.83 HC-\$10.03 Plus Posta

Descriptors—Air Pollution Control, "Career Op-portunities, "Educational Programs, Energy, Environment, "Manpower Needs, Pesticides, "Pollution, Post Secondary Education, Radia-tion, "State Legislation, Water Pollution Con-

Identifiers-*California, Noise, Solid Wastes This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of California. The study concerns itself with the environmental pollution control areas of air, noise, vironmental polituon control areas of air, nose, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region IX report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 119 SE 023 297 National Environmental/Energy Workforce Assement for Colorado.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agency, Washington, D. C.
Pub Date 77

Grant-EPA-T-900591010

ote—117p.; For related documents, see SE 023 292-360; Contains occasional colored pages and small print
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

EDRS Price MF-30.83 Hr. 28.01 Plus Postage. Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Con-

trol Identifiers—*Colorado, Noise, Solid Wastes
This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Colorado. The study concerns itself with the environmental pollution control areas of air, noise, cotable waster essibiles radiation solid waster. potable water, pesticides, radiation, solid waste, wastewater, and energy. The format included wastewater, and energy. The format included workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region VIII report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 120 SE 023 298 National Environmental/Energy Workforce Assessment for Connecticut.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agency, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Grant—EPA-T-900591010
Note—117p.; For related documents, see SE 023
292-360; Contains occasional colored pages
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy,
Environment, *Manpower Needs, Pesticides,
*Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Control

Itoli Identifiers—*Connecticut, Noise, Solid Wastes This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Connecticut. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region I report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS) Identifiers-*Connecticut, Noise, Solid Wastes

ED 147 121 SE 023 299 ational Environmental/Energy Workforce Assument for Delaware.

National Field Research Center Inc., Iowa City, Iowa. Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

ote—96p.; For related documents, see SE 023 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$4.67 Plus Po

Descriptors—Air Pollution Control, "Career Opportunities, "Educational Programs, Energy, Environment, "Manpower Needs, Pesticides, "Pollution, Post Secondary Education, Radiation, "State Legislation, Water Pollution Controi

Identifiers-*Delaware, Noise, Solid Waster

This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Delaware. The study concerns itself with the environmental pollution control areas of air, noise, eachly water, particular solid-unser, weekly potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Addition nal sections of the report outline state Additional sectors of the legislation and selected post secondary institu-tions with formal Environmental/Energy pro-grams. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region III report. This document is one in a series of 69 which presents informa-tion for each of the states, Washington, D.C. erto Rico, and the Virgin Islands, and national and regional summaries. (CS)

SE 023 300 ED 147 122 National Environmental/Energy Workforce Ass ment for District of Columbia.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agency, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note-93p.; For related documents, see SE 023 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Air Pollution Control, *Career Op-portunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radia-tion, *State Legislation, Water Pollution Control

Identifiers-*District of Columbia, Noise, Solid

This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the District of Columbia. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region III report. This document is one in a series of 69 which presents information for each of the states, Puerto Rico, and the Virgin Islands, and national and regional summaries (CS). ries. (CS)

ED 147 123 SE 023 301 National Environmental/Energy Workforce Ass ment for Florida.

National Field Research Center Inc., Iowa City, lowa.

Spons Agency—Environmental Protection Agency, Washington, D. C. cy, Washin Pub Date 77

Grant-EPA-T-900591010

Note—157p.; For related documents, see SE 023 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors-Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Con-

trol lentifiers—*Florida, Noise, Solid Wastes
This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Florida. The study concerns itself with the environmental pollution control areas of air, noise, potable water restrictes redigation solid waste. potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy prouons with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region IV report. This document is one in a series of 60 which appended in the Region IV report. This open ment is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

SE 023 302 ental/Energy Workforce A

ment for Georgia. National Field Research Center Inc., Iowa City,

Spons Agency-Environmental Protection Agency, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note—184p.; For related documents, see SE 023 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Con trol

Identifiers-*Georgia, Noise, Solid Wastes

This report presents existing workforce levels training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of obsect on available information for the State of Georgia. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy prolegislation and selected post secondary institu-tions with formal Environmental/Energy pro-grams. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region IV report. This docu-ment is one in a series of 69 which presents infor-mation for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

SE 023 303 ntal/Energy Workf ment for Hawaii.

tional Field Research Center Inc., Iowa City, Spons Agency—Environmental Protection Agency, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Grant—EPA-7-900591010.

Note—96p.: For related documents, see SE 023
292-360; Contains occasional colored pages
EDRS Price MF-\$0.83 Hc-\$4.67 Plus Postage.
Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy,
Environment, *Manpower Needs, Pesticides,
*Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Control

Identifiers-*Hawaii, Noise, Solid Waste

This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Hawaii. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region IX report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 126 SE 023 304 National Environmental/Energy Workforce Assess-

ment for Idano. National Field Research Center Inc., Iowa City, Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note—109p.; For related documents, see SE 023 292-360; Contains occasional colored pages 292-360; Contains occasional colored page EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors-Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radia-tion, *State Legislation, Water Pollution Control

Identifiers-*Idaho, Noise, Solid Wastes

This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Idaho. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is include for cross-reference. The selected bibliography is appended in the Region X report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS) and regional summaries. (CS)

ED 147 127 National Environmental/Energy Workforce Assess-ment for Illinois. National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agency, Washington, D. C.

Pub Date 77

Grant-EPA-T-900591010

Note-184p.; For related documents, see SE 023 292-360; Contains occasional colored pages; Several figures may be marginally legible EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Air Pollution Control, *Career Op-portunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, *State Legislation, Water Pollution Con-trol trol

Identifiers—* Illinois, Noise, Solid Wastes
This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Illinois. The study concerns itself with the environ-mental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. onal sections of the report outline state legislation and selected post secondary institu-tions with formal Environmental/Energy pro-grams. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region V report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 128 SE 023 306 ational Environmental/Energy Workforce Assess-ment for Indiana.

National Field Research Center Inc., Iowa City, lowa.

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

ote—208p.; For related documents, see SE 023 292-360; Contains occasional colored pages; Appendices marginally legible EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage. Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Pos* Secondary Education, Radiation, *State Legislation, Water Pollution Con-

trol Identifiers—*Indiana, Noise, Solid Wastes
This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Indiana. The study concerns itself with the en-vironmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region V report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 129 SE 023 307 l Environmental/Energy Workforce Assess-

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C.

Pub Date 77 Grant-EPA-T-900591010

108p.; For related documents, see SE 023 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Air Pollution Control, *Career Op-portunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Control

Identifiers-*Iowa, Noise, Solid Wastes

This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of lowa. The study concerns itself with the environmental pollution control areas of air, noise, pota-ble water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institu-tions with formal Environmental/Energy pro-grams. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region VII report. This docuappended in the Region via report. In a docu-ment is one in a series of 69 which presents infor-mation for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 130 SE 023 308 National Environmental/Energy Workforce Assessment for Kansas.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note—192p.; For related documents, see SE 023 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Air Pollution Control, "Career Op-portunities, "Educational Programs, Energy, Environment, "Manpower Needs, Pesticides, "Pollution, Post Secondary Education, Radia-tion, "State Legislation, Water Pollution Control

Identifiers-*Kansas, Noise, Solid Wastes

Identifiers—*Kansas, Noise, Solid Wastes
This report presents existing workforce levels,
training programs and career potentials and
develops staffing level projections (1976-1982)
based on available information for the State of
Kansas. The study concerns itself with the environmental pollution control areas of air, noise,
potable water, pesticides, radiation, solid waste,
wastewater, and energy. The format includes
workforce profiles, projections, growth and
career options for each of the areas investigated.

Additional sections of the report outline state legislation and selected post secondary institu-tions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region VII report. This docu-ment is one in a series of 69 which presents infor-mation for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 131 SE 023 309

National Environmental/Energy Workforce Assessment for Kentucky.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agency, Washington, D. C.
Pub Date 77

Grant--EPA-T-900591010

Orant—EFA-1-900-91001
Note—131p; For related documents, see SE 023
292-360; Contains occasional colored pages
and small print
EDRS Price MF-50.83 HC-\$7.35 Plus Postage.

Descriptors-Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radia-tion, *State Legislation, Water Pollution Con-

Identifiers-*Kentucky, Noise, Solid Wastes

This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Kentucky. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Enc grams. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region IV report. This de ment is one in a series of 69 which presents infor-mation for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 132 SE 023 310 National Environmental/Energy Workforce Assessment for Louisiana.

National Field Research Center Inc., Iowa City, Spons Agency-Environmental Protection Agen-

cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note—104p; For related documents, see SE 023 292-360; Contains occasional colored pages; Page 42 missing from document prior to being shipped to EDRS for filming; Best copy availa-EDRS Price MF-\$0.83 HC-\$6.01 Plus Po

Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Con

Identifiers-*Louisiana, Noise, Solid Wastes

This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Louisiana. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institu-tions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region VI report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 133 SE 023 311 al Environmental/Energy Workforce Ass

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note—120p.; For related documents, see SE 023 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

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escriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy,
Environment, *Manpower Needs, Pesticides,
*Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Control

Identifiers-* Maine, Noise, Solid Wastes

Identifiers— Maine, Noise, Solid Wastes
This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Maine. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region I report. This document appended in the Region I report. This document is one in a series of 69 which presents informa-tion for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 134 SE 023 312 National Environmental/Energy Workforce Assess-ment for Maryland.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note—124p.; For related documents, see SE 023 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors-Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radia-tion, *State Legislation, Water Pollution Control

Identifiers-*Maryland, Noise, Solid Wastes

This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Maryland. The study concerns itself with the enmarytand. The study concerns itself with the en-vironmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy pro grams. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region III report. This document is one in a series of 69 which presents informa-tion for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 135 SE 023 313 ational Environmental/Energy Workforce Assessment for Massachusetts.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

ote—135p.; For related documents, see SE 023 292-360; Contains occasional colored pages

EDRS Price MF-\$0.83 HC-\$7.35 Plus P Descriptors-Air Pollution Control, *Career Opportunities, "Educational Programs, Energy, Environment, "Manpower Needs, Pesticides, "Pollution, Post Secondary Education, Radia-tion, "State Legislation, Water Pollution Con-

Identifiers—*Massachusetts, Noise, Solid Wastes
This report presents existing workforce levels,
training programs and career potentials and

develops staffing level projections (1976-1982) based on available information for the State of Massachusetts. The study concerns itself with the environmental pollution control areas of air, environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy institutions with formal Environmental/Energy programs. A state profile and summary is in-cluded for cross-reference. The selected bibliog-raphy is appended in the Region I report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

SE 023 314 National Environmental/Energy Workforce Assessment for Michigan.
National Field Research Center Inc., Iowa City,

Spons Agency-Environmental Protection Agency, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note—148p.; For related documents, see SE 023 292-360; Contains occasional colored pages; Several figures marginally legible EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors-Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radia-tion, *State Legislation, Water Pollution Con-

Identifiers—*Michigan, Noise, Solid Wastes
This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Michigan. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutional sections. legislation and selected post secondary institu-tions with formal Environmental/Energy pro-grams. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region V report. This document is one in a series of 69 which presents informa-tion for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national

and regional summaries. (CS) SE 023 315 ED 147 137 National Environmental/Energy Workforce Assess-ment for Minnesota.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C.

Date 77 Grant-EPA-T-900591010

lowa.

Note—147p.; For related documents, see SE 023 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Air Pollution Control, "Career Op-portunities, "Educational Programs, Energy, Environment, "Manpower Needs, Pesticides, "Pollution, Post Secondary Education, Radia-tion, "State Legislation, Water Pollution Control

Identifiers-*Minnesota, Noise, Solid Wastes

This report presents existing workforce levels. training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Minnesota. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region V report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS) ED 147 138 SE 023 316 ational Environmental/Energy Workforce Assess-ment for Mississippi. ational Field Research Center Inc., Iowa City,

National Field Res lowa.

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note—130p.; For related documents, see SE 023 292-360; Contains occasional colored pages;

Several figures marginally legible

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Control

troil Identifiers—*Mississippi, Noise, Solid Wastes
This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Mississippi. The study concerns itself with the enmissiasppi. The study control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state the profile of the secondary institulegislation and selected post secondary institutions with formal Environmental/Energy pro-grams. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region IV report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 139 SE 023 317 stal/Energy Workforce As National Environment ment for Missouri.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agency, Washington, D. C.
Pub Date 77

Grant-EPA-T-900591010

ote—120p.; For related documents, see SE 023 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$6.01 Plus Posta

Descriptors—Air Pollution Control, *Career Op-portunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radia-tion, *State Legislation, Water Pollution Con-

Identifiers-*Missouri, Noise, Solid Wastes

This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Missouri. The study concerns itself with the environmental pollution control areas of six points. vironmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institulegislation and selected post secondary institu-tions with formal Environmental/Energy pro-grams. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region VII report. This docu-ment is one in a series of 69 which presents infor-mation for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and resional summeries. (CS) and regional summaries. (CS)

SE 023 318 National Environmental/Energy Workforce As-ment for Montana.

National Field Research Center Inc., Iowa City, lowa.

Spons Agency-Environmental Protection Agency, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note—148p.; For related documents, see SE 023 292-360; Contains occasional colored pages; Several figures marginally legible EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides,

*Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Control

*Montana, Noise, Solid Waster This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Montana. The study concerns itself with the en-vironmental pollution control areas of air, noise, vironmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region VIII report. This document is necessitied for the program in a series of 69 which presents inforfor cross-reference. The selected bibliography is appended in the Region VIII report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

SE 023 319 ED 147 141 National Environmental/Energy Workforce Assessment for Nebraska.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agency, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

-108p.; For related documents, see SE 023 292-360; Contains occasional colored pages

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Control EDRS Price MF-\$0.83 HC-\$6.01 Plus Pos trol

entifiers-*Nebraska, Noise, Solid Wastes

This report presents existing workforce levels This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Nebraska. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institu-Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region VII report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 142 SE 023 320 National Environmental/Energy Workforce Assument for Nevada. National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

ote—100p.; For related documents, see SE 023
292-360; Contains occasional colored pages

EDRS Price MF-\$0.83 HC-\$4.67 Plus Po Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, *State Legislation, Water Pollution Control trol

ntifiers-* Nevada, Noise, Solid Waster

Identifiers—*Nevada, Noise, Solid Wastes
This report presents existing workforce levels,
training programs and career potentials and
develops staffing level projections (1976-1982)
based on available information for the State of
Nevada. The study concerns itself with the environmental pollution control areas of air, noise,
potable water, pesticides, radiation, solid waste,
wastewater, and energy. The format includes
workforce profiles, projections, growth and
career options for each of the areas investigated.
Additional sections of the report outline state
legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included

for cross-reference. The selected bibliography is appended in the Region IX report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 143 SE 023 321

National Environmental/Energy Workforce Assessment for New Hampshire.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. cy, Washin Pub Date 77

-EPA-T-900591010

Note-106p.; For related documents, see SE 023 292-360; Contains occasional colored pages

292-360; Contains occasional colored pages
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy,
Environment, *Manpower Needs, Pesticides,
*Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Control trol

ntifiers-*New Hampshire, Noise, Solid

This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of New Hampshire. The study concerns itself with the environmental pollution control areas of air, policy archive methods and policy of the polic noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas in-vestigated. Additional sections of the report outvestigated. Auditional sections of the report out-line state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is in-cluded for cross-reference. The selected bibliogctuded for cross-reference. The selected bibliography is appended in the Region I report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional supporter. national and regional summaries. (CS)

ED 147 144 SE 023 322 National Environmental/Energy Workforce Ass

ment for New Jersey.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant--EPA-T-900591010

 Grant—EPA-T-900591010
 Note—124p.; For related documents, see SE 023 292-360; Contains occasional colored pages; Several charts marginally legible
 EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
 Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Control trol

Identifiers-*New Jersey, Noise, Solid Wastes This report presents existing workforce levels, This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of New Jersey. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is ininstitutions with formal Environmental/Energy programs. A state profile and summary is in cluded for cross-reference. The selected bibliography is appended in the Region II report. This document is one in a series of 69 which present information for each of the states, Washington, information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

SE 023 323 nal Environmental/Energy Workforce Asse ment for New Mexico.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note-130p.; For related documents, see SE 023

Note—130p.; For related documents, see 3E V23
292-360; Contains occasional colored pages
EDRS Price MF-50.83 HC-\$7.35 Plus Postage.
Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy,
Environment, *Manpower Needs, Pesticides,
*Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Con-

tool, "State Legislation, Water Poliution Control Identifiers—"New Mexico, Noise, Solid Wastes This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of New Mexico. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region IV report. This document is one in a series of 69 which presents information for each of the states, Washington, information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 146 SE 023 324 ational Environmenta ment for New York. ental/Energy Workforce As

National Field Research Center Inc., Iowa City, Iowa

Spons Agency—Environmental Protection Agency, Washington, D. C.
Pub Date 77

Grant-EPA-T-900591010

Note—127p.; For related documents, see SE 023 292-360; Contains occasional colored pages; Several figures marginally legible EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors-Air Pollution Control, *Career Opportunities, "Educational Programs, Energy, Environment, "Manpower Needs, Pesticides, 'Pollution, Post Secondary Education, Radia-tion, "State Legislation, Water Pollution Con-

Identifiers—"New York, Noise, Solid Wastes
This report presents existing workforce levels,
training programs and career potentials and training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of trief with the en-New York. The study concerns itself with the en-vironmental pollution control areas of air, noise, vironmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included tions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region II report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 147 SE 023 325 National Environmental/Energy Workforce Assessment for North Carolina.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. cy, Washin Pub Date 77

Grant-EPA-T-900591010

rrant—EPA-1-900591010 tote—210p; For related documents, see SE 023 292-360; Contains occasional colored pages; Page 41 missing from document prior to being shipped to EDRS for filming; Best copy availa-

EDRS Price MF-\$0.83 HC-\$11.37 Plus Po Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Con

ntifiers-Noise, *North Carolina, Solid Wastes This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of North Carolina. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region IV report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 148 SE 023 326 National Environmental/Energy Workforce Assessment for North Dakota.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C.

Pub Date 77 Grant-EPA-T-900591010

-101p.; For related documents, see SE 023 292-360; Contains occasional colored pages; Page 39 missing from document prior to being shipped to EDRS for filming; Best copy availa-

ble
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Con-

Identifiers-Noise, *North Dakota, Solid Wastes This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of North Dakota. The study concerns itself with the North Dakota. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions. institutions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region VIII report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

nal Environmental/Energy Workforce Assent for Ohio.

National Field Research Center Inc., Iowa City, Iowa.

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note—167p.; For related documents, see SE 023 292-360; Contains occasional colored pages 292-360; Contains occasional colored EDRS Price MF-\$0.83 HC-\$8.69 Plus Po

Descriptors—Air Pollution Control, *Carer Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, *Radiation, *State Legislation, Water Pollution Con

Italian Indiana Italian Italia Ohio. The study concerns itself with the crivation mental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region V report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS) ED 147 150 SE 023 328 National Environmental/Energy Workforce Assessment for Oklahoma. National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note—135p.; For related documents, see SE 023 292-360; Contains occasional colored pages 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, *State Legislation, Water Pollution Control

Identifiers-Noise, *Oklahoma, Solid Wastes

This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Oklahoma. The study concerns itself with the en-vironmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region VI report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 151 SE 023 329 National Environmental/Energy Workforce Ass

ment for Oregon. National Field Research Center Inc., Iowa City, Iowa.

Spons Agency—Environmental Protection Agency, Washington, D. C.
Pub Date 77

Grant-EPA-T-900591010

Note-167p.; For related documents, see SE 023 292-360; Contains occasional colored pages and small print in Appendix EDRS Price MF-\$0.83 HC-\$8.69 Plus Po

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage. Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radia-tion, *State Legislation, Water Pollution Con-

Identifiers-Noise, *Oregon, Solid Wastes

This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Oregon. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region X report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 152 SE 023 330 ental/Energy Workforce As

ment for Pennsylvania National Field Research Center Inc., Iowa City, lowa.

Spons Agency-Environmental Protection Agency, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note—112p.; For related documents, see SE 023 292-360; Contains occasional colored pages; Figures marginally legible EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Air Pollution Control, *Career Op-portunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides,

*Pollution, Post Secondary Education, Radia-tion, *State Legislation, Water Pollution Con-

Identifiers—Noise, *Pennsylvania, Solid Wastes
This report presents existing workforce levels This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Pennsylvania. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles projections growth waste, wastewater, and energy. The format in-cludes workforce profiles, projections, growth and career options for each of the areas in-vestigated. Additional sections of the report out-line state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is in-cluded for cross-reference. The selected bibliog-raphy is appended in the Region III report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS) national and regional summaries. (CS)

ED 147 153 SE 023 331 onal Environmental/Energy Workforce Assent for Puerto Rico.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agency, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

ote—93p.; For related documents, see SE 023 292-360; Contains occasional colored pages

EDRS Price MF-\$0.83 HC-\$4.67 Plus Po EJPS: Frice MF-30.33 HC-54.67 Plus Postage. Descriptors—Air Pollution Control, *Career Op-portunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radia-tion, *State Legislation, Water Pollution Con-

Identifiers-Noise, *Puerto Rico, Solid Wastes This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the Commonwealth of Puerto Rico. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outwealth of Puerto Rico. The study concerns itself line state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is in-cluded for cross-reference. The selected bibliogcluded for cross-reference. The selected bibliog-raphy is appended in the Region II report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., and the Virgin Islands, and national and regional summaries. (CS)

ED 147 154 SE 023 332 ational Environmental/Energy Workforce Ass ment for Rhode Island.

onal Field Research Center Inc., Iowa City,

Spons Agency-Environmental Protection Agency, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note—92p.; For related documents, see SE 023 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors-Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radia-tion, *State Legislation, Water Pollution Con-

Identifiers—Noise, *Rhode Island, Solid Wastes
This report presents existing workforce levels,
training programs and career potentials and
develops staffing level projections (1976-1982)
hased on available information for the State of
Rhode Island. The study concerns itself with the
environmental pollution control areas of air,
noise, potable water, pesticides, radiation, solid
waste, wastewater, and energy. The format includes workforce profiles, projections, growth
and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary
institutions with formal Environmental/Energy
programs. A state profile and summary is in-Identifiers-Noise, *Rhode Island, Solid Waster

cluded for cross-reference. The selected bibliog-raphy is appended in the Region I report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 155 SE 023 333 National Environmental/Energy Workforce Assess-ment for South Carolina.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agency, Washington, D. C.
Pub Date 77

Grant-EPA-T-900591010 Note—146p.; For related documents, SE 023 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

EDRS Price MF-50.83 HC-57-35 Flus Postage.
Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Con-

Identifiers—Noise, Solid Wastes, *South Carolina This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of South Carolina. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region IV report. This Identifiers-Noise, Solid Wastes, *South Carolina cluded for cross-reterence. The selected oblicing-raphy is appended in the Region IV report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 156 SE 023 334 National Environmental/Energy Workforce Ass ment for South Dakota.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note—108p.; For related documents, see SE 023 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Air Pollution Control, *Career Op-portunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radia-tion, *State Legislation, Water Pollution Con-

trol Identifiers—Noise, Solid Wastes, *South Dakota This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of South Dakota. The study concerns istelf with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region VIII report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS) Identifiers-Noise, Solid Wastes, *South Da

ED 147 157 SE 023 335 National Environmental/Energy Workforce Assessment for Tennessee.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note—161p.; For related documents, see SE 023 292-360; Contains occasional colored pages 292-360; Contains occasional colored EDRS Price MF-\$0.83 HC-\$8.69 Plus Pe

Descriptors—Air Pollution Control, *Career Op-portunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radia-tion, *State Legislation, Water Pollution Con-

Identifiers-Noise, Solid Wastes, *Tenn

This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Tennessee. The study concerns itself with the en-Tennessee. The study concerns itself with the en-vironmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institu-tions with formal Environmental/Energy prolegislation and selected post security pro-tions with formal Environmental/Energy protions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region IV report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 158 SE 023 336 al Environmental/Energy Workforce Assessment for Texas. National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

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Note—177p.; For related documents, see SE 023 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Air Pollution Control, *Career Op-portunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radia-tion, *State Legislation, Water Pollution Con-

Identifiers-Noise, Solid Wastes, *Texas

This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Texas. The study concerns itself with the environmental pollution control areas of air, noise, potamental poliution control areas of air, noise, pota-ble water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected nost secondary institulegislation and selected post secondary institulegislation and selected post secondary institu-tions with formal Environmental/Energy pro-grams. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region VI report. This docu-ment is one in a series of 69 which presents infor-mation for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 159 SE 023 337 nal Environmental/Energy Workforce Assessment for Utah.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agency, Washington, D. C.
Pub Date 77

Grant-EPA-T-900591010

Note—130p.; For related documents, see SE 023 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$7.35 Plus Po

Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, *State Legislation, Water Pollution Control

Identifiers-Noise, Solid Wastes, *Utah

This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of based on available information for the State of Utah. The study concerns itself with the environ-mental pollution control areas of air, noise, pota-ble water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institu-tions with formal Environmental/Energy pro-grams. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region VIII report. This docu-ment is one in a series of 69 which presents infor-mation for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 160 SE 023 338 National Environmental/Energy Workforce Assessment for Vermont.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

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Note—137p.; For related documents, see SE 023 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

DRS Frice Mr-30.33 HC-37-35 Plus Postage. escriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Con-

Identifiers-Noise, Solid Wastes, *Vermont

Itol

Identifiers—Noise, Solid Wastes, *Vermont
This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Vermont. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region I report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 161

ED 147 161 SE 023 339 National Environmental/Energy Workforce Assument for Virginia.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agency, Washington, D. C. Pub Date 77

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Note—129p.; For related documents, see SE 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage. ents, see SE 023

Descriptors—Air Pollution Control, *Career Op-portunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, *State Legislation, Water Pollution Con-trol trol

trol Identifiers—Noise, Solid Wastes, "Virginia This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Virginia. The study concerns itself with the environmental pollution control areas of air, noise, exhibit and the state of the state vironmental poliution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and calculated posts according institu-Additional sections of the report outline state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region III report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

SE 023 340 ED 147 162 National Environmental/Energy Workforce Assessment for Virgin Islands.
National Field Research Center Inc., Iowa City,

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Pub Date 77 Grant-EPA-T-900591010

ote—94p.; For related documents, see SE 023 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$4.67 Plus Po

Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Mannower Needs Pesticides Prollution, Post Secondary Education, Radia-tion, *State Legislation, Water Pollution Control

trol ldentifers—Noise, Solid Wastes, *Virgin Islands This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the Territory of the Virgin Islands. The study concerns itself with the environmental pollution control areas of its noise notable water posticides, radiation. with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas in-vestigated. Additional sections of the report out-line state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is in-cluded for cross-reference. The selected bibliog-raphy is appended in the Region II report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and national and regional

ED 147 163 SE 023 341 National Environmental/Energy Workforce Assessment for Washington.
National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agency, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note—129p.; For related documents, see SE 023 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Con

Identifiers-Noise, Solid Wastes, *Washington noentners—Noise, Solid Wastes, "Washington This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Washington. The study concerns itself with the environmental pollution control areas of sire environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas in-vestigated. Additional sections of the report outvestigated. Additional sections of the report out-line state legislation and selected post secondary institutions with formal Environmental/Energy programs. A state profile and summary is in-cluded for cross-reference. The selected bibliog-raphy is appended in the Region X report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 164 SE 023 342 National Environmental/Energy Workforce Assessment for West Virginia.

National Field Research Center Inc., Iowa City,

lowa.

Spons Agency—Environmental Protection Agen-cy, Washington, D. C.

Grant-EPA-T-900591010

Grant—EPA-T-900591010
Note—97p.; For related documents, see SE 023
292-360; Contains occasional colored pages
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—Air Pollution Control, *Carer Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Control Identifiers-Noise, Solid Wastes, *West Virginia

This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of West Virginia. The study concerns itself with the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas in-vestigated. Additional sections of the report outstate legislation and selected post secondary utions with formal Environmental/Energy institutions with formal Environmental/Energy programs. A state profile and summary is in-cluded for cross-reference. The selected bibliog-raphy is appended in the Region III report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS) institutions

ED 147 165 SE 023 343 ational Environmental/Energy Workforce Ass ment for Wisconsin.

National Field Research Center Inc., Iowa City, lowa. Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

ote—142p.; For related documents, see SE 023 292-360; Contains occasional colored pages EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Control trol

Identifiers-Noise, Solid Wastes, *Wisconsin

This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Wisconsin. The study concerns itself with the environmental pollution control areas of air, noise, vironmental pointion control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state legislation and selected post secondary institu-tions with formal Environmental/Energy protions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region V report. This document is one in a series of 69 which presents information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

SE 023 344 National Environmental/Energy Workforce Assessment for Wyoming.
National Field Research Center Inc., Iowa City,

lowa. Spons Agency-Environmental Protection Agency, Washington, D. C. Pub Date 77

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Descriptors—Air Pollution Control, "Career Opportunities, "Educational Programs, Energy, Environment, "Manpower Needs, Pesticides, "Pollution, Post Secondary Education, Radiation, "State Legislation, Water Pollution Control."

Identifiers-Noise, Solid Wastes, *Wyoming

This report presents existing workforce levels, training programs and career potentials and develops staffing level projections (1976-1982) based on available information for the State of Wyoming. The study concerns itself with the environmental pollution control away of its policy programments. vironmental pollution control areas of air, noise, vironmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes workforce profiles, projections, growth and career options for each of the areas investigated. Additional sections of the report outline state brightness and profiles are the profiles of the property of the profiles. legislation and selected post secondary institu-tions with formal Environmental/Energy programs. A state profile and summary is included for cross-reference. The selected bibliography is appended in the Region VIII report. This docuappended in the Region vin report. This defends information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands, and national and regional summaries. (CS)

ED 147 167 SE 023 345 National Environmental/Energy Workforce As ment, National Summary: Alabama-Indiana. e One.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agency, Washington, D. C. cy, Washin Pub Date 77

Grant-EPA-T-900591010

Note-178p.; For related documents, see SE 023

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Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, National Surveys, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Bellution Control Pollution Control

Identifiers-Noise, Solid Wastes

This report is one in a four-volume National Summary which presents existing workforce levels, training programs and career potentials for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands. Each individual state program summary is followed by a deposition state program summary is followed by a depiction of the current and projected (1976-1981) workforce figures for the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. An overview of selected environmental/energy education programs is also included. More detailed information may be found in the respective State or Regional volumes. This report in-cludes the following states: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connec-ticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, and Indiana. (CS)

ED 147 168 SE 023 346 National Environmental/Energy Workforce Assessment, National Summary: Iowa-Nebraska. Volume Two.

National Field Research Center Inc., Iowa City,

Spons Agency-Environmental Protection Agency, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note-166p.; For related documents, see SE 023

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage. Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, National Sur-veys, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Control

Identifiers-Noise, Solid Wastes

This report is one in a four-volume National Summary which presents existing workforce levels, training programs and career potentials for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands. Each individual Rico, and the Virgin Islands. Each individual state program summary is followed by a depiction of the current and projected (1976-1981) work-force figures for the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. An overview of selected environmental/energy education programs is also included. More detailed information may be found in the repective State or Regional volumes. This report intive State or Regional volumes. This report in-cludes the following states: lowa, Kansas, Ken-tucky, Louisiana, Maine, Maryland, Mas-sachusetts, Michigan, Minnesota, Mississippi, Mis-souri, Montana, and Nebraska. (CS)

ED 147 169 SE 023 347 National Environmental/Energy Workforce Assessment, National Summary: Nevada-South Carolina. Volume Three.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agency, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

-166p.; For related documents, see SE 023 292-360

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Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, National Surveys, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Bellution Control **Pollution Control**

Identifiers-Noise, Solid Wastes

This report is one in a four-volume National Summary which presents existing workforce levels, training programs and career potentials for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands. Each individual state program summary is followed by a depiction

of the current and projected (1976-1981) workforce figures for the environmental pollution con-trol areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. An overview of selected environmental/energy An overview of selected environmental/energy education programs is also included. More detailed information may be found in the respective State or Regional volumes. This report includes the following states: Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, and South Carolina. (CS)

ED 147 170 SE 023 348 National Environmental/Energy Workforce Assess-ment, National Summary: South Dakota-Virgin Islands. Volume Four. National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agency, Washington, D. C.
Pub Date 77

Grant-EPA-T-900591010

Note-166p.; For related documents, see SE 023 292-360

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, National Surveys, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Control Identifiers—Noise, Solid Wastes

This report is one in a four-volume National Summary which presents existing workforce levels, training programs and career potentials for each of the states. Washington, D.C., Puerto Rico, and the Virgin Islands. Each individual Rico, and the Virgin Islands. Each individual state program summary is followed by a depiction of the current and projected (1976-1981) work-force figures for the environmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. An overview of selected environmental/energy education programs is also included. More detailed information may be found in the respective State or Resional volumes. This proof intive State or Regional volumes. This report in-cludes the following states: South Dakota, Ten-nessee, Texas, Utah, Vermont, Virginia, Washing-ton, West Virginia, Wisconsin, Wyoming, District of Columbia, Puerto Rico, and the Virgin Islands.

ED 147 171 National Environmental/Energy Workforce Assessment: Business and Industry.
National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C.

Pub Date 77

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Note-74p.; For related documents, see SE 023 292-360 EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

secriptors—Air Pollution Control, Business,
*Career Opportunities, *Educational Programs,
Energy, Environment, Industry, *Manpower
Needs, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Control

Identifiers-Noise, Solid Wastes

This report presents an indication of existing orkforce levels and career potentials for environmental/energy occupations within private in-dustry. The study concerns itself with the en-vironmental pollution control areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. The format includes an introduction to the study with appropriate definitions, the objectives, the survey approach and results, and conclusions. A selected bibliography is included for reference. (CS)

ED 147 172 SE 023 350 National Environmental/Energy Workforce Assessment: National Legislation.
National Field Research Center Inc., Iowa City,

lowa.

Spons Agency—Environmental Protection Agency, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note—72p.; For related documents, see SE 023 292-360 EDRS Price MF-\$0.83 HC-\$3.50 Plus Posta

Descriptors—Air Pollution Control, *Career Op-portunities, *Educational Programs, Energy, Environment, *Federal Legislation, *Manpower Needs, Pesticides, *Pollution, Post Secondary Education, Radiation, State Legislation, Water Pollution Control.

Pollution Control entifiers—Noise, Solid Wastes

Identifiers—Noise, Solid Wastes
This report presents abstracts of federal environmental legislation in each of the environmental pollution co...rol areas of air, noise, potable water, pesticides, radiation, solid waste, wastewater, and energy. An additional section of the report outlines related environmental legislation citations from the 1950's to the present. This document is one of a series of 69 which present information for each of the states, Washington, D.C., Puerto Rico, and the Virgin Islands. (CS)

ED 147 173 SE 023 351 National Environmental/Energy Workforce Assessment for Region I.
National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

ote—201p.; For related documents, see SE 023 292-360; Contains occasional small print in Ta-

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postar EDBS Price MF-50.83 HC-511.37 Plus Postage.
Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, National Surveys, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution Control

Education, Radiation, "State Legislation, Water Pollution Control Identifiers—Noise, Solid Wastes
This report represents a detailed summation of existing workforce levels, training programs, career potential, and staffing level projections through 1981 for EPA Region I. This region serves the six contiguous states of the New England area: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The specific pollution programs considered include air, noise, pesticides, potable water, radiation, solid waste, and wastewater. Additionally, a section overviewing current activities in energy as tion, solid waste, and wastewater. Additionally, a section overviewing current activities in energy as it relates to poliution control and abatement is included. The content of each section is limited to the control authority which EPA possesses. The study was undertaken to provide a strategy for supporting and implementing environmental education and career training programs based on needs and growth trends evidenced by the initial workforce assessment. A selected bibliography is included for reference. (CS)

ED 147 174 SE 023 352 National Environmental/Energy Workforce Assessment for Region II.
National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

-109p.; For related documents, see SE 023 292-360 EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Air Pollution Control, *Career Op-portunities, *Educational Programs, Energy, Environment, *Manpower Needs, National Sur-veys, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water Pollution, Control

Education, Radiation, "State Legislation, Water Pollution Control Identifiers—Noise, Solid Wastes
This report represents a detailed summation of existing workforce levels, training programs, career potential, and staff level projections through 1981 for EPA Region II. This region serves the states of New York and New Jersey and also includes the Commonwealth of Puerto Rico and the Virgin Islands. The specific pollution programs considered include air, noise, pesticides, potable water, radiation, solid waste, and wastewater. Additionally, a section overviewing current activities in energy as it relates to polluwastewater. Additionally, a section overviewing current activities in energy as it relates to pollution control and abatement is included. The content of each section is limited to the control authority which EPA possesses. The study was undertaken to provide a strategy for supporting and implementing environmental education and career training programs based on needs and growth trends evidenced by the initial workforce assessment. A selected bibliography is included for reference. (CS)

ED 147 175 SE 023 353 National Environmental ment for Region III. ntal/Energy Works

tional Field Research Center Inc., Iowa City, Iowa.

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

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Note—115p.; For related documents, see SE 023 292-360; Figures may be marginally legible EDRS Frice MF-\$0.83 HC-\$6.01 Plus Postage.

DRS Frice MF-\$0.83 HC-\$6.01 Plus Pestage. escriptors.—Air Pollution Control, "Career Opportunities, "Educational Programs, Energy, Environment, "Manpower Needs, National Surveys, Pesticides, "Pollution, Post Secondary Education, Radiation, "State Legislation, Water Pollution Control lentiflers—Noise, Solid Wastes

This report represents a detailed supmention of

Identifiers—Noise, Solid Wastes

This report represents a detailed summation of existing workforce levels, training programs, career potential, and staffing level projections through 1981 for EPA Region III. This region serves the Middle Atlantic states of Delaware, Maryland, Pennsylvania, Virginia, West Virginia, and the District of Columbia. The specific pollution programs considered include air, noise, pesticides, potable water, radiation, solid waste, and wastewater. Additionally, a section overviewing current activities in energy as it relates to pollution control and abatement is included. The content of each section is limited to the control tion control and abatement is included. The con-tent of each section is limited to the control authority which EPA possesses. The study was undertaken to provide a strategy for supporting and implementing environmental education and career training programs based on needs and growth trends evidenced by the initial workforce assessment. A selected bibliography is included for reference. (CS) for reference. (CS)

ED 147 176 SE 023 354 National Environmental/Energy Workforcs Assessment for Region IV.
National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

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Descriptors—Air Pollution Control, "Career Op-portunities, "Educational Programs, Energy, Environment, "Manpower Needs, National Sur-veys, Pesticides, "Pollution, Post Secondary Education, Radiation, "State Legislation, Water Pollution Control

lentifiers-Noise, Solid Wastes

Identifiers—Noise, Solid Wastes
This report represents a detailed summation of
existing workforce levels, training programs,
career potential, and staffing level projections
through 1981 for EPA Region IV. This region
serves the eight southeastern states of Alabama,
Florida, Georgia, Kentucky, Mississippi, North
Carolina, South Carolina, and Tennessee. The
specific pollution programs considered include
air, noise, pesticides, potable water, radiation,
solid waste, and wastewater. Additionally, a section overviewing current activities in energy as it
relates to pollution control and abatement is included. The content of each section is limited to cluded. The content of each section is limited to the control authority which EPA possesses. The study was undertaken to provide a strategy for study was undertaken to provide a strategy tor supporting and implementing environmental edu-cation and career training programs based on needs and grwoth trends evidenced by the initial workforce assessment. A selected bibliography is included for reference. (CS)

ED 147 177

SE 023 355
National Environmental/Energy Workforce Assessment for Region V.
National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note—99p.; For related documents, see SE 023 292-360

292-360
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ntifiers-Noise, Solid Wastes

Identifiers—Noise, Solid Wastes
This report represents a detailed summation of
existing workforce levels, training programs,
career potential, and staffing level projections
through 1981 for EPA Region V. This region
serves the six east-north central states of Illinois,
Indiana, Michigan, Minnesota, Ohio, and Wisconsin. The specific pollution programs considered
include air, noise, pesticides, potable water,
radiation, solid waste and wastewater. The content of each section is limited to the control
suthority which EPA processes. The study was tent of each section is limited to the control authority which EPA possesses. The study was undertaken to provide a strategy for supporting and implementing environmental education and career training programs based on needs and growth trends evidenced by the initial workforce assessment. A selected bibliography is included for reference (CS) for reference. (CS)

ED 147 178 SE 023 356 ntional Environmental/Energy Workforce Assessment for Region VI.
ational Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

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Note-112p.; For related documents, see SE 023

292-360 EDRS Price MF-\$0.83 HC-\$6.01 Plus Postag Dellution Control, *Caree EDRS Price MF-30.83 HC-36.01 Plus Postage.
Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy,
Environment, *Manpower Needs, National Surveys, Pesticides, *Pollution, Post Secondary
Education, Radiation, *State Legislation, Water

Pollution Control Identifiers—Noise, Solid Wastes
This report represents a detailed summation of existing workforce levels, training programs, career potential, and staffing level projections through 1981 for EPA Region VI. This region serves the Gulf fringe states of Texas, Arkansas, New Mexico, Oklahoma, and Louisiana. The specific pollution programs considered include air, noise, pesticides, potable water, radiation, solid waste, and wastewater. Additionally, a section overviewing current activities in energy as it relates to pollution control and abatement is in cluded. The content of each section is limited to cluded. The content of each section is limited to the control authority which EPA possesses. The study was undertaken to provide a strategy for supporting and implementing environmental edu-cation and career training programs based on needs and growth trends evidenced by the initial workforce assessment. A selected bibliography is included for reference. (CS)

ED 147 179 ational Environmental ment for Region VII. ental/Energy Workforce Assess

nal Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agency, Washington, D. C.
Pub Date 77

Grant-EPA-T-900591010

Note-105p.; For related documents, see SE 023

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Pollution Control Identifiers—Noise, Solid Wastes

Identifiers—Noise, Solid Wastes
This report represents a detailed summation of existing workforce levels, training programs, career potential, and staffing level projections through 1981 for EPA Region VII. This region serves the states of lowa, Kansas, Missouri, and Nebraska. The specific pollution programs considered include air, noise, pesticides, potable water, radiation, solid waste, and wastewater. The content of each section is limited to the control authority which EPA possesses. The study was undertaken to provide a strategy for supporting and implementing environmental education and career training programs based on needs and and implementing environmental education and career training programs based on needs and growth trends evidenced by the initial workforce assessment. A selected bibliography is included for reference. (CS)

ED 147 180 SE 023 358 National Environmental/Energy Workforce Assessment for Region VIII.
National Field Research Center Inc., Iowa City, Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

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Education, Radiation, "State Legislation, Water Pollution Control Identifiers—Noise, Solid Wastes
This report represents a detailed summation of existing workforce levels, training programs, career potential, and staffing level projections through 1981 for EPA Region VIII. This region serves the Rocky Mountain - Prairie Region and includes the states of Colorado, Montana, Wwom. includes the states of Colorado, Montana, Wyoming, Utah, North Dakota, and South Dakota. The specific pollution programs considered include air, noise, pesticides, potable water, radiation, solid waste, and wastewater. Additionally, a section overviewing current activities in energy as it relates to pollution control and abatement is included. The content of each section is limited to the control authority which EPA possesses. The study was undertaken to provide a strategy for supporting and implementing environmental edusupporting and implementating environmental eutro-cation and career training programs based on needs and growth trends evidenced by the initial workforce assessment. A selected bibliography is included for reference. (CS)

ED 147 181 SE 023 359 National Environmental/Energy Workforce Assement for Region IX.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C.

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Note—83p.; For related documents, see SE 023 292-360; Figures may reproduce poorly EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Air Pollution Control, *Career Opportunities, *Educational Programs, Energy, Environment, *Manpower Needs, National Surveys, Pesticides, *Pollution, Post Secondary Education, Radiation, *State Legislation, Water **Pollution Control**

Identifiers-Noise, Solid Wastes

This report represents a detailed summation of existing workforce levels, training programs, career potential, and staffing level projections through 1981 for EPA Region IX. This region serves the states of Arizona, California, Hawaii, and Nevada. The specific pollution programs considered include air, noise, pesticides, potable water, radiation solid waste, and wastewater. The content of each section is limited to the control authority which EPA possesses. The study was undertaken to provide a strategy for supporting and implementing environmental education and career training programs based on needs and growth trends evidenced by the initial workforce assessment. A selected bibliography is included for reference. (CS)

ED 147 182 SE 023 360 National Environmental/Energy Workforce Assessment for Region X.

National Field Research Center Inc., Iowa City,

Spons Agency—Environmental Protection Agen-cy, Washington, D. C. Pub Date 77

Grant-EPA-T-900591010

Note—101p.; For related documents, see SE 023 292-359; Figures may reproduce poorly EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

EDRS Price MP-30.83 HC-36.01 Puls Potatige.
Descriptors—Air Pollution Control, "Career Opportunities, "Educational Programs, Energy, Environment, "Manpower Needs, National Surveys, Pesticides, "Pollution, Post Secondary Education, Radiation, "State Legislation, Water Bollution Control **Pollution Control**

Identifiers-Noise, Solid Wastes

This report represents a detailed summation of existing workforce levels, training programs, career potential, and staffing level projections through 1981 for EPA Region X. This region serves the states of Alaska, Idaho, Oregon, and Washington. The specific pollution programs considered include air, noise, pesticides, potable water, radiation, solid waste, and wastewater. Additionally, a section overviewing current activities in energy as it relates to pollution control and abatement is included. The content of each section is limited to the control authority which EPA possesses. The study was undertaken to provide a strategy for supporting and implementing en-vironmental education and career training programs based on needs and growth trends evidenced by the initial workforce assessment. A selected bibliography is included for reference.

ED 147 183 SE 023 363

Munby, Hugh Kitto, Richard Scoring Manual for the Munby System for Coding Classroom Interaction.

Classroom Interaction.
Pub Date Nov 77
Note—16p.; Replaces material in ED 042 937;
For related document, see ED 082 948; Contains occasional light type
EDRS Price MF-50.83 HC-\$1.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Phis Peetage.
Descriptors—*Classroom Research,
*Instrumentation, Interaction, Interaction
Process Analysis, Manuals, Resource Materials,
*Science Education, *Scoring Formulas,
*Teaching Methods, Test Interpretation
The Munby system for coding classroom interaction is an observation system constructed to

teraction is an observation system constructed to study the intellectual consequences of varying kinds of science teaching behaviors. The initial use of the system called for making judgments about small portions of teaching, arbitrarily determined from a transcript of the teaching in question. Recent work with the system to determine its validity resulted in a change in the scoring technique to permit coding a lesson directly or from a recording. The purpose of this manual is to describe this new coding procedure in detail. General directions for using the scoring sheet are given first. These are followed by detailed descriptions of how the classifications are to be interpreted for the Instrumentalist-Realist dimension. This is followed by a brief guide to the use sion. This is followed by a brief guide to the use of the Intellectual Independence and Intellectual Dependence dimension. An annotated bibliography is provided which includes references to the Munby System and to works which are rethe Munby System and to works which are re-lated to this approach. The Munby System itself is appended. (Author/MA)

ED 147 184 SE 023 364

Higgins, Jon L., Ed. Heddens, James W., Ed.
Remedial Mathematics: Diagnostic and Prescrip-tive Approaches. Papers from the First National Conference on Remedial Mathematics.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Dec 76

Note—141p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (\$3.50) EDRS Price MF-\$0.83 HC-\$7.35 Plus Posta

DRS Price Mr-30.83 HC-37.35 Plus Postage, escriptors—"Clinical Diagnosis, Conference Reports, *Diagnosis: Teaching, *Educational Diagnosis, Elementary School Mathematics, Elementary Secondary Education, Instruction, Mathematical Models, *Mathematics Education, *Remedial Mathematics Descriptors-

tion, "Remedial Mathematics
The papers in this publication were developed
from speeches and reactions presented at the first
National Conference on Remedial Mathematics
held at Kent State University in 1974. Papers
focus on identifying and describing the remedial
mathematics student, classroom diagnosis, clinical
diagnosis, the diagnostic process, and promising
procedures and directions in remediation. In addition to reactions to each paper, a conference
summary is included. (MS) summary is included. (MS)

ED 147 185 SE 023 365 Helgeson, Stanley L., Ed. Blosser, Patricia E., Ed.

Ed.

Investigations in Science Education, Vol. 2, No. 3.

Expanded Abstracts and Critical Analyses of Recent Research.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 76

Note—67p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (subscription \$6.00, \$1.75 ea.)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Abstracts, *Concept Formation, *Educational Research, Fundamental Concepts, *Learning Theories, Research, *Research Methodology, Science Education, Teacher Attitudes, *Teacher Behavior

Teacher Attitudes, "leacher Benavior Identifiers—Research Reports
This issue of Investigations in Science Education (ISE) provides analytical abstracts, prepared by science educators, of research reports in the areas of learning theories, concept learning, and teacher behaviors and attitudes. Each abstract includes bibliographical data, research design and procedure, purpose, research rationale, and an abstractor's analysis of the research. Abstracts are clustered by topics investigated. (SL)

SE 023 367

ED 147 186
Fisher, Charles W. And Others
A Study of Instructional Time in Grade 2 Mathematics. (BTES Beginning Teacher Evaluation Study Technical Report II-3].
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Pub Date 18 Jun 76
Note: Contains occasional light, and

-196p.; Contains occasional light and broken type EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.
Descriptors—Academic Achievement, Cognitive
Measurement, *Educational Research,
*Elementary School Mathematics, *Instruction,
Learning Processes, *Performance Factors, Primary Education, Teacher Behavior, Time
Blocks, *Time Factors (Learning)
The goal of the Beginning Teacher Evaluation
Study (BTES) is to identify teacher behaviors
which are related to student learning. This report
focuses on the relationship between the amount
of instructional time devoted to mathematics in
grade 2 and student achievement in mathematics. of instructional time devotes to instructional time devotes to in mathematics. Achievement tests were administered in nine classrooms before and after an eight-week interval in which the teachers kept logs of how time was allocated. Six of the classes were directly observed to assess engaged time on task. Multiple regression analyses indicated that instructional time was positively related to achievement although substantial amounts of time and substantial differences in amounts of time were necessary in order to detect this relationship. Students were engaged in on-task activities for approximately half the time allocated to mathematics. (MS)

ED 147 187

Vocational and Industrial Arts Packets.

Maine Audubon Society, Falmouth.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Bureau No—522AH60802

Pub Date Sep 77 Grant-G007602036

Note—150p.; For related documents, see SE 023 371 and SE 023 258-259; Not available in hard copy due to marginal legibility of original docu-

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS. Descriptors.—Conservation Education, *Energy Conservation, *Environmental Education,

Conservation, *Environmental Education, *Industrial Arts, Instructional Materials, Learning Activities, Resource Materials, Secondary Education, *Teaching Guides, *Vocational

Identifiers-Environmental Energy Education

Project
This book is a teacher's guide to energy alternatives. It is divided into seven informational packets on the following topics: parabolic solar concentrators, solar flat plate collectors, wood as fuel, heat loss, bio-gas, wind, and water. Each packet contains background information for the teachers and learning activities for the students. The teacher's section has a bibliography with the usual annotation information. The student activity section includes a detailed description of the activity, usually with illustrations, and a list of the materials, time, and money needed to complete the activity. These activities are designed for secondary school vocational and industrial arts students. (MA)

ED 147 188 SE 023 371 Science Fackets.

Maine Audubon Society, Falmouth.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Bureau No—522AH60802

Pub Date Sep 77

Grant—G006702036

ote—85p.; For related documents, see SE 023 370 and SE 023 258-259; Not available in hard copy due to marginal legibility of original docu-

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.
escriptors—Energy
escriptors—Energy
escriptors—Education, "Instructional Materials, Learning Activities, Natural Resources, Reference Materials, "Resource Materials, Science Education, "Secondary Education, "Secondary Education,"

cation, *Teaching Guides Identifiers—Environmental Energy Education

Project
This publication is an energy guide for achers. It contains discussions and illustrations of five major topics: the sun's radiant energy, solar collection, solar cells, bioconversion (wood, grains, waste), and wind. Each section includes a listing of the concepts contained within and a brief discussion-explanation section. There is a short bibliography included. (MA)

ED 147 189 SE 023 377 SE 023 377
ffluent Monitoring Procedures: Nutrients. Staff
Guide.

Environmental Protection Agency, Washington, D.C. Office of Water Programs. Report No—EPA-430-1-77-007 Pub Date 77

Report No—EPA-430-1-77-007
Pub Date 77
Note—247p.; For related documents, see SE 023
377-383; Some pages may reproduce poorly
due to print quality
EDRS Price MF-80.83 HC-\$12.71 Plus Postage.
Descriptors—Course Descriptions, "Educational
Programs, Environmental Education,
"Instructional Materials, "Laboratory
Techniques, "Pollution, Post Secondary Education,
Skill Development, Teaching Methods,
"Water Pollution Control
Identifiers—"Waste Water Treatment
This is one of several short-term courses
developed to assist in the training of waste water
treatment plant operational personnel in the tests,
measurements, and report preparation required
for compliance with their NPDES Permits. This
Staff Guide provides step-by-step guidelines on
course planning, development and implementation involving classroom instruction and laboratory
application of critical learning outcomes. Part I
is concerned with the administrative aspects of
the training program. Part II consists of instructhe training program. Part II consists of instruc-tional staff guidelines on technical content, learnuonal staff guidelines on technical content, learn-ing objectives, and lesson-by-lesson guides for the self-monitoring procedures contained in this course. Included are a variety of techniques for determining various materials in water including phosphorus, nitrogen, ammonia, cadmium, oil, and grease. (CS)

ED 147 190 SE 023 378

Effluent Monitoring Procedures: Nutrients. Student Reference Manual.
Environmental Protection Agency, Washington, D.C. Office of Water Programs.
Report No—EPA-430-1-76-006

Pub Date Jun 76

Note-503p.; For related documents, see SE 023 377-383

EDRS Price MF-\$1.00 HC-\$27.45 Plus Postage. Descriptors—*Educational Programs, Environ-mental Education, *Instructional Materials, Laboratory Equipment, *Laboratory Techniques, *Pollution, Post Secondary Educa-tion, Skill Development, *Water Pollution Control

ntifiers-*Waste Water Treatment

Identifiers—*Waste Water Treatment
This is one of several short-term courses
developed to assist in the training of waste water
treatment plant operational personnel in the tests,
measurements, and report preparation required
for compliance with their NPDES Permits. The
Student Reference Manual provides step-by-step
procedures for laboratory application of equipment operating procedures for effluent monitoring. Each lesson outlines a specific objective,
description of the analysis, and the applicability
of the procedure Parameters of this course include Total Phosphorus, Chemical Oxygen Demand, Kjeldahl Nitrogen, Ammonia, Nitrates, Oil,
and Grease. (CS) and Grease. (CS)

ED 147 191
SE 023 379
Effluent Monitoring Procedures: Metals Analyses.
Staff Guide.
Environmental Protection Agency, Washington,
D.C. Office of Water Programs.
Report No—EPA-430-1-77-006
Pub Date 77

Note—151p.; For related documents, see SE 023 377-383; Some parts of the document may not reproduce clearly due to small type EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

DRS Price MF-\$6.83 HC-\$8.69 Plus Postage, beacriptors—Course Descriptions, "Educational Programs, Employment Qualifications, Environ-mental Education, "Instructional Materials, 'Metals, "Pollution, Post Secondary Education, Skill Development, "Water Pollution Control dentifiers—"Waste Water Treatment This is one of several short-term courses

developed to assist in the training of waste water developed to assist in the training of waste water treatment plant operational personnel in the tests, measurements, and report preparation required for compliance with their NPDES Permits. The Staff Guide provides step-by-step information on course planning, development, and implementation involving classroom instruction and laboratory application of critical learning outcomes. Part I is concerned with the administrative aspects of the training program. Part II consists of instruc-tional staff guidelines on technical content, learn-ing objectives, and lesson-by-lesson guides for the self-monitoring procedures contained in this

SE 023 380

Effluent Monitoring Procedures: Metals Analyses.
Student Reference Manual.
Environmental Protection Agency, Washington,
D.C. Office of Water Programs.
Report No-EPA-430-1-77-010
Pub Date Sep 77
Notes 310 to For related documents are SE 023

Note-319p.; For related documents, see SE 023

EDRS Price MF-\$0.83 HC-\$16.73 Plus Posta Descriptors—Behavioral Objectives, Course Con-tent, *Educational Programs, Environmental Education, *Instructional Materials, Laboratory Equipment, Laboratory Techniques, *Metals. Education, "Instructional Materials, Laboratory Education, Laboratory Techniques, "Metals, "Pollution, Post Secondary Education, Skill Development, "Water Pollution Control lentiflers—"Waste Water Treatment
This is one of several short-term courses

Inis is one or several snort-term courses developed to assist in the training of waste water treatment plant operational personnel in the tests, measurements, and report preparation required for compliance with their NPDES Permits. The for compliance with their NPDES Permits. The Student Reference Manual provides step-by-step procedures for laboratory application of equip-ment operating procedures for effluent monitor-ing. Each lesson outlines a specific objective, description of the analysis, and the applicability of the procedure. Parameters of this course in-clude analyses of selected metals, including: boron, copper, iron, mercury, sodium, and zinc. (CS)

ED 147 193 SE 023 381

Engel, William T. And Others

Effluent-Monitoring Procedures: Basic Laboratory
Skills. Student Reference Manual.

D.C. Office of Water Programs.

Report No—EPA-430-1-77-011

Pub Date Oct 77

-182p.; For related documents, see SE 023 377-383

EDRS Price MF-\$0.83 HC-\$10.03 Plus Po Descriptors—Chemistry, Environmental Educa-tion, *Instructional Materials, *Laboratory Equipment, *Laboratory Techniques, Microbiology, *Pollution, Post Secondary Edu-cation, Skill Development, *Water Pollution Control

Identifiers-*Waste Water Treatment

Identifiers—"Waste Water Treatment
This is one of several short-term courses
developed to assist in the training of waste water
treatment plant operational personnel in the tests,
measurements, and report preparation required
for compliance with their NPDES Permits. This
Student Reference Manual provides a review of
basic mathematics as it applies to the chemical
laboratory. The use of equipment and solution
preparation are stressed. Additionally, a module
on basic microbiological techniques is included.
Each leason outlinns a specific objective, description of the analysis, and the applicability of the
procedure. Included in this document are materi"a related to determining dissolved oxygen, ph,
fecal coliform, water flow, suspended solids, and
chlorine. (CS)

ED 147 194 SE 023 382 Effluent Monitoring Procedures: Basic Parameters for Municipal Effluents. Staff Guide. Environmental Protection Agency, Washington, D.C. Office of Water Programs. Report No—EPA-430-1-77-008

Pub Date 77

ote—315p.; For related documents, see SE 023 377-383; As noted in the Table of Contents, Sections 18 and 27 are not included in the

pagination
EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.
Descriptors—Chemistry, Course Descriptions,
*Educational Programs, Environmental Education, *Instructional Materials, *Laboratory
Techniques, Microbiology, *Pollution, Post
Secondary Education, Skill Development,
*Water Pollution Control

water Pollution Control Identifiers—"Waste Water Treatment
This is one of several short-term courses developed to assist in the training of waste water treatment plant operational personnel in the tests, measurements, and report preparation required for compliance with their NPDES Permits. This steff Calific permits they be the provider of the permits of the permits. for compliance with their NPDES Permits. This Staff Guide provides step-by-step guidelines on course planning, development and implementation involving classroom instruction and laboratory application of critical learning outcomes. Part I is concerned with the administrative aspects of the training program. Part II consists of instructional staff guidelines on technical content, learning objectives, and leaves bulgeon guides for the tional start guinelines on technical content, teams, ing objectives, and lesson-by-lesson guides for the self-monitoring procedures contained in this course. Included in this document are materials related to determining dissolved oxygen, pH, fecal coliform, water flow, suspended solids, and chlorine. (CS)

ED 147 195 SE 023 383 Self-Monitoring Procedures: Basic Parameters for Municipal Effluents. Student Reference Manual. Environmental Protection Agency, Washington,

D.C. Office of Water Programs. Report No—EPA-430-1-77-003 Pub Date 77

Note-588p.; For related documents, see SE 023 377-383 EDRS Price MF-\$1.16 HC-\$31.47 Plus Postage.

Descriptors—Course Content, *Educational Pro-grams, *Environmental Education, Education, grams, "Environmental Education,
"Instructional Materials, Laboratory Equipment, Laboratory Techniques, "Pollution, Post
Secondary Education, Skill Development,
"Water Pollution Control
Identifiers—"Waste Water Treatment

This is one of several short-term courses developed to assist in the training of waste water treatment plant operational personnel in the tests, measurements, and report preparation required for compliance with their NPDES Permits. The Student Reference Manual provides step-by-step procedures for laboratory application of equip-ment operating procedures for effluent monitoring. Each lesson outlines a specific objective, description of the analysis, and the applicability of the procedure. Parameters of this course include BoD, pH, fecal coliform, residual chlorine, suspended solids, and open channel flow. (CS)

ED 147 196 SE 023 385 Goldbecker, Sheralyn S.
What Research Says to the Teacher: Metric Edu-

National Education Association, Washington, D.C.

Pub Date 76

Pub Date 76
Note—37p.; Not available in hard copy due to copyright restrictions
Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Order Note 10 Note 20

No. 1040-X-00, \$0.75) EDRS Price MF-\$0.83 Plus Postage. HC Not

EDRS Price MF-50.33 Plus Postage. Ht. Not Available from EDRS. Descriptors—Bibliographies, *Curriculum, Ele-mentary Secondary Education, *History, *Instruction, *Mathematics Education, Mea-surement, *Metric System, Research Identifiers—*National Education Association

How measurement systems developed is briefly reviewed, followed by comments on the international conversion to the metric system and a lengthier discussion of the history of the metric controversy in the U.S. Statements made by supported the customers and metric systems. porters of the customary and metric systems are listed. The role of education is detailed in terms of teacher preparation, curriculum, and instruc-tional materials. A list of 113 references is included. (MS)

ED 147 197 SE 023 417 Wheatley, John H.
Affective Instruments in Environmental EducaERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

pons Agency—National Inst. of Education (DHEW), Washington, D.C. Spons

Pub Date 75

Note-19p. Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (S1.00) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-90.83 HC-\$1.07 Plus rostage.
Descriptors.—*Attitudes, Ecology,
*Environmental Education, Evaluation,
*Measurement Instruments, Research Reviews
(Publications), Science Education, Social
Values, Test Reviews, *Tests, *Values

This document reviews 14 instruments for mea-suring attitudes and values in environmental education. Comments are made on the strengths and weaknesses of the instruments and the restricted nature of their content. Lists of additional sources and references cited are also included.

SO

Art: A View of the Human Experience. An Arizona Guide for Art Curriculum Development

Arizona Art Education Association, Inc., Phoenix.; Arizona State Dept. of Education, Phoenix.

Pub Date 76

Note—123p.; Not available in hard copy due to poor reproducibility of original document; Pages with white print on dark background may not reproduce clearly, Pages 12-16 have been removed by ERIC due to internal copy-right; They are not included in the pagination EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Aesthetic Education, *Art Appreciation, *Art Education, Art Expression, Art Teachers, Career Education, Cognitive Development, Creative Development, Curriculum Development, Creative Development, Curriculum Development Company (Carifolium Carifolium Car lum Development, Curriculum Guides, Educational Accountability, Educational Objectives, Elementary Secondary Education, Environmental Education, Evaluation Methods, Humanistic Education, Intercultural Programs, Interdisciplinary, American, March Possible American nary Approach, Motor Development, Self Expression, Sequential Approach, Social Develop-ment, *State Curriculum Guides, Visual Arts, Visual Perception

This curriculum guide for grades K-12 is designed to help art teachers, classroom teachers, consultants, and administrators develop and maintain art programs. The guide has four main parts, the first part containing an introduction nd forward. Part two includes the rationale, the focus, and the components of an art education curriculum. Also contained within the second part are suggestions on establishing art education goals; processes for the evaluation of student, teacher, and program success; and a guide to help develop a scope and sequence of art experiences. Part three is a scope and sequence example, organized into early, middle, and late childhood years. Within each age level, the scope and sequence have been arranged into three units dealing with the human experience: the self, the family/home, and the society/community. Each unit is divided into two and three dimensional experiences: the two dimensional experiences covering drawing, painting, graphics, and film; the three dimensional experiences covering crafts, sculpture, and environmental planning. Each experience is stated in terms of its four com-ponents: the activity, the motivation, the con-cepts, and the skills. Part four contains a glossary and extensive references for periodicals, books, and audiovisual resources. (Author/JK)

ED 147 199

Catterall, Calvin D., Ed.
Psychology in the Schools in International Perspective, Vol. 1.
Pub Date 76

-258p.; For a related document, see SO 010 560

Available from—International School Psychology, 92 South Dawson Avenue, Columbus, Ohio 43209 (\$7.50 paperbound)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Behavior Patterns, Child Rearing, *Comparative Education, Developed Nations, Developing Nations, *Educational Counseling, Educational Environment, Educational Needs, Educational Environment, Educational Needs, *Educational Practice, *Educational Psycholo-gy, Educational Trends, Elementary Secondary Education, Foreign Countries, *Global Ap-proach, Intercommunication, Learning Difficu-ties, Problem Solving, Program Descriptions, *Psychology, Social Influences, Special Educa-tion, Student Behavior, Teacher Education,

Therapy
Identifiers—Australia, Austria, Canada, Denmark,
England, New Zealand, Norway, Pakistan,
Sweden, Taiwan, United States, West Germany
The booklet, part of a series which examines
actual and potential contributions of psychology
toward solving problems of the world's schools,
contains articles written by school psychologists
from the United States, Europe, Latin America,
Canada, Australia, New Zealand, and Taiwan.
The document was compiled in response to a The document was compiled in response to a need for international perspectives on practical psychology which was expressed at the First International Colloquium in School Psychology, held in Munich, Germany, July 22-26, 1975. The major purpose of the series is to increase communication express exhect respectively. nication among school psychologists and psychologists-in-training in developing and developed nations so that they may be made aware of new ways of applying psychology to school-related problems. Most of the articles describe: (1) the application of psychology in the schools of the author's country, (2) the historical roots out of which this service evolved, (3) how psychologists are trained and how they currently ction in schools, and (4) prediction of trends within school psychology in the near future. Top-ics discussed include: nature of specific groups which demand the most counseling, parental, and community involvement; the relationship between school psychologists and teachers; and difficulties in diagnosing children suffering from intellectual or educational problems. Notes on contributors and a chart summarizing school psychology information by country are included. (Author/DB)

ED 147 200 Atkin, Charles K.
Political Advertising Effects on Voters and Chil-

Pub Date Sep 76

Note—29p.; Paper presented at Annual Meeting of the American Psychological Association (Washington, D.C., September 3-7, 1976) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Attitudes, *Behavioral Science Research, Communications, Decision Making, Elementary School Students, Knowledge Level, Literature Reviews, Mass Media, Measurement, Political Attitudes, *Political Influences, *Political Socialization, Politics, Psychological Studies, *Publicize, Relationship, Surveys, *Television Commercials, Television Viewing, Values, *Voting

The document examines the influence of political television commercials on voting behavior. In addition, the paper reports new data concerning the role of voter-oriented ads in socializing children to the political environment. Part I charac-terizes political ads and presents findings and conclusions of three voter surveys recently published in "Public Opinion Quarterly." The published in "Public Opinion Quarterry. The method used in the reported surveys was to con-duct interviews with 835 representative voters in Wisconsin, Colorado, and Michigan gubernatorial and congressional campaigns. Findings indicated that significant cognitive changes occurred among voters who watched political TV ads, but that attitude changes were related to preexisting ideological orientations and to the degree of attention paid by the voter to the ads. Relationships between voter attitudes, knowledge, exposure and attention to political ads, and voter turnout are discussed. Part II focuses on the relationship between campaign advertising and political so-cialization of children. It was hypothesized that children who view political commercials would know more about a candidate and like the can-didate better than children who was less expected didate better than children who were less exposed to the messages. Findings from a survey of 120 elementary school students indicated moderate to strong relationships between viewing of political ads and knowledge about and positive attitudes toward the advertised candidate. It was concluded that campaign advertising directed at adult voters may play a significant role in so-cializing children to the political environment.

ED 147 201 Reference Manual on Population and Hou Statistics from the Census Bureau. Bureau of the Census (DOC), Suitland, Md.

Pub Date Mar 77

Note—163p.; Tables on pages 10-16, 35, 38-40, 80, 97 may not reproduce clearly due to small 80, 77 may to the Stype size Available from—Subscriber Services Section (Publications), Bureau of the Census, Washington, D.C. 20233 (\$2.00 paper cover)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Census Figures, College Instruc-tion, Data, Government Publications, Higher Education, *Housing Patterns, *National enon, Data, Government Publications, Higher Education, *Housing Patterns, *National Demography, Population Distribution, Popula-tion Trends, Reference Materials, Research Tools, Residential Patterns, *Statistical Data, Tables (Data)

This reference manual is designed to provide a comprehensive introduction to demographic data comprehensive introduction to demographic data from the Census Bureau and is specifically designed for use by instructors participating in the Census Bureau college curriculum support project. The purpose of the manual is to provide an appropriate and up-to-date starting point for the new or prospective user of census statistics. It can also be used as a reference tool for the ex-perienced data user. Presented in outline form to help instructors develop lecture material, the manual presents those facts or principles most relevant to understanding the 1970 census and related data. Ten chapters comprise the reference source. Following an introduction to the services and surveys offered by the Census Bureau, chapters follow relating to specific aspects of demo-graphic data: subject content, geographic con-cepts, printed reports, computerized products and related services, unpublished data on microfilm or printouts, caveats and limitations of 1970 data. current demographic data, reference sources; and information about finding specific data. Numerous tables, charts, and graphs are included throughout the document. (Author/JR)

ED 147 202 95 SO 010 253 Cummings, William K.

Cummings, William K.
The Secret of Japanese Education. The Role of
Education in Socioeconomic Achievement: A
Comparative Study. Final Report to the National Institute of Education on Research.
Spons Agency—National Inst. of Education
(DHEW), Washington, D.C.
Pub Date 31 Aug 77
Grant—NE-G-00-3-0119
Note—A71

Note—471p. EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage. EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage.
Descriptors—*Comparative
*Comparative Education, *Educational History,
*Educational Practice, Educational
Problems, Elementary Secondary Education,
Equal Education, Higher Education, Mastery
Learning, Moral Values, Social Change, Youth
Youth Problems
Identifiers—*Inpan United Section

Identifiers—*Japan, United States
This research study examines education in Japan. Emphasis is on providing a rich, detailed description of Japanese education, particularly as it is practiced in the primary school. The main descriptive points are highlighted by a comparison of the American educational system with that of the Japanese. A major objective of the study is to correct some of the misconceptions that Americans have about Japanese education. Chapter one examines how education can promote equalitarian social change. The history of Japanese education is discussed in chapters two and three. The importance of class and famiand equalitarian education in the primary schools are dealt with in chapters four and five respectively. Chapter six discusses mastery learning in Japan. The impact that the Japanese primary school has had on the moral orientations of youth is treated in chapter seven. Exam competiyouth is treated in chapter seven. Exam competi-tion is examined in chapter eight. The difficulties that Japan's young people are experiencing in ad-justing to the adult world are studied in chapter nine. Equal opportunity is the topic of chapter ten. Chapter eleven reviews a few of the educa-tional problems which trouble contemporary Japan and speculates on the future of education in Japan. (Author/RM) ED 147 203

SO 010 336

Leonard, Wilbert Marcellus, 11
Altruistic Behavior among College Students: An
Investigation of the Social and Psychological
Characteristics of Blood Donors.

Pub Date 6 Sep 77

Pub Date 6 Sep //
Note—27p.; Paper presented at Annual Meeting
of the American Sociological Association
(72nd, Chicago, Illinois, September 5-9, 1977);
Not available in hard copy from EDRS due to
poor reproducibility of original document
EDRS Price MF-\$0.83 Plus Postage. HC Not

DRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
escriptors.—*Altruism, *Behavioral Science Research, *Behavior Patterns, *College Students, Data Analysis, Field Studies, Group Behavior, Higher Education, Individual Characteristics, Literature Reviews, *Prosocial Behavior, Social Attitudes, Social Characteristics, Social Psychology, Statistical Analysis, Student Characteristics, Tables (Data), Values The document describes a field study to inestigate the relationship between altruism and lood donating behavior among members of a

blood donating behavior among members of a large midwestern college community. Altruistic behavior is interpreted as combining three motivations: (1) reward-cost, also referred to in motivations: (1) reward-cost, also reterred to meterms of behavior as social exchange; (2) social responsibility and reciprocity; and (3) good moods and feelings. Review of social science literature indicates most investigations of altruistic behavior have dealt with emergency-type situations. Intended as a supplement to these investigations, the paper measures the behavioral behavior in a blood donating situation. Volunteer blood donors were directed to respond to an eight item questionaire concerning assesses. eight item questionnaire concerning age, sex, race, year in school, socioeconomic status, religion, reasons for volunteering, and feelings after donating. The first six variables were cross tabulated with reasons and feelings, statistically analyzed, and compared with the total college community. Findings indicated that 70% of blood donors were motivated out of a sense of social responsibility. About 10% apparently contributed out of a sense of obligation, with the remaining 20% donating blood for a variety of reason Female and white students were significantly overrepresented as donors. Tables, the questionnaire, and references are presented in the appendix. (Author/DB)

ED 147 204

SO 010 337

Leighninger, Robert D., Jr.
Art in Sociology: Contribution and Competition to
Sociological Understanding.
Pub Date 8 Sep 77

Note-25p.; Paper presented at Annual Meeting

Note—25p.; Paper presented at Annual Meeting of the American Sociological Association (72nd, Chicago, Illinois, September 5-9, 1977) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—Characterization, Communication (Thought Transfer), Communication Problems, Evaluation, Intellectual Disciplines, eInterdisciplinary Approach, *Literature, *Literature Reviews, Novels, *Relationship, Research Methodology, Scientific Attitudes, Social Science Research, Social Values, *Sociology, Writing
The paper examines past and potential contributions of literature to sociology and evaluates

tributions of literature to sociology and evaluates the relationship between the two disciplines. Emphasis is on explaining how the novelist's ob-servation as embodied in a work of fiction may be used to further the work of the social scientist. Section I identifies major uses of literature in sociological writings and provides a review of literature related to these uses. First, literature can be used as a source of raw data in certain kinds of analysis studies. The aim here is to find social values represented in popular fiction. Second, literature can be a useful teaching device for the social scientist. For example, concepts from an introductory sociology textbook may be illustrated by selections from novels or short stories. Third, literary passages may inspire, suggest, or encourage research into a particular subject or encourage research mo a particular subject matter. Fourth, literary passages may serve as models. Section II suggests works of literature in which social observation is particularly acute and presents examples from sociological analyses of literary works. Section III stresses difficulties in considering literature as legitimates course of considering literature a legitimate source of sociological hypotheses, but suggests two approaches for viewing novels as models of reality. One approach, entitled structural isomorphism, considers similarities in the way the literary model and the real situation are constructed. The other approach, entitled thick description, borrows from social anthropology the concept that in a social situation an interpretation of attitudes, purposes, and gestures is as fictitious as a literary interpretation. The conclusion is that novelists and sociologists can benefit from each others' expertise without undermining traditional division of labor between science and art. (Author/DB)

ED 147 205

SO 010 346

Sharon, Batia
The Social Study of Art-Toward an Interdiscipli-Spons Agency—California Univ., Santa Cruz. Pub Date 77

Note—27p.; Revised version of a paper presented at Annual Meeting of the American Sociologi-cal Association (72nd, Chicago, Illinois, Sep-

tember 5-9, 1977) EDRS Price MF-\$0.83 HC-\$2.06 Plus Pos Descriptors—*Art, Art Appreciation, Art Expression, *Comparative Analysis, Cultural Factors, sion, *Comparative Analysis, Cultural and Guidelines, Intellectual Disciplines, Interaction, *Interdisciplinary Approach, Literature Reviews, Objectives, Research Methodology, *Social History, Social Influences, Sociocul-tural Patterns, *Sociology, Theories

The paper discusses methodological and theoretical concerns of sociologists and art historians and proposes issues for an interdisciplinary social study of art which draw from both disciplines. The social nature of art is interpreted as including art's contribution to society a cial change, its position as an expression of social realities, and its role as a socialization mechanism by which people learn about their world. Four basic processes determine the functions of art in society: the production of works of art, their exposure, their evaluation and selection, and the distribution of rewards to their creators. Review of the literature dealing with theoretical concerns of sociologists of art and art historians indicates that whereas sociologists have traditionally been concerned with the social world in which art is created and disseminated, art historians have enerally dealt with formal stylistic characteristics of works of art separately from their social con-text. In spite of this diversity of theoretical concerns, and the resulting separate and independent methodologies of each discipline, there are major issues of interest to both historians and sociologists of art, including: (1) development of artistic traditions, (2) social response to works of art, and (3) works of art which have survived beyond the time and sociocultural context of their origin. The conclusion is that collaboration between historians and sociologists of art is imperative if research on the social aspects of art is to exhibit both a historical perspective and a social or-ganization perspective. (Author/DB)

ED 147 206

SO 010 353

Forst, Martin L. Crime and Justice in America. A Study Guide for Courses by Newspaper.
California Univ., San Diego. Univ. Extension.

Spons Agency—National Endowment for the Hu-manities (NFAH), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Crime and Delinquency.

Note-72p.; For related documents, see SO 010

Available from—Publisher's Inc., 243 12th Street, Drawer P, Del Mar, California 92014 (\$2.95,

paper cover)
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adult Education, *Autoinstructional Programs, Concept Teaching, Content Reading, Corrective Institutions, Course Objectives, *Crime, Criminals, Discussion (Teaching Technique), Educational Resources, *Enrichment Programs, Instructional Materials, *Enrichment Programs, instructional materians, Interdisciplinary Approach, *Justice, *Legal Education, Minority Groups, Newspapers, Police, Primary Sources, Prisoners, Secondary Education, Social Problems, Study Guides Identifiers—*Controversial Issues

This study exide is one of several supplements.

This study guide is one of several supplementary materials for a 15-week newspaper course about crime and justice in America. Course objectives are to help students understand the complexity of crime in America, the relationship between crime and the social system, uses and

misuses of official statistics, competing philoso misuses of official statistics, competing printed phies of criminal punishment, and organizational pressures affecting the behavior of criminal justice personnel. Content and concepts include controversial issues in the fields of law, psychology, sociology, and criminology. The study guide integrates the themes of newspaper articles and primary source readings from the accompanying materials. Presentation of learning objectives and discussion of key concepts enable students to pursue the course independently as well as in groups. Divisions in the guide correspond with the six major units in the reader. Each unit in the guide contains a list of appropriate newspaper ar-ticles and selections from the reader, learning objectives, overviews of newspaper and reader materials, discussion of key concepts, actual questions, discussion questions, and a bibliog-raphy of related books and articles. (Author/AV)

ED 147 207

SO 010 354

Sourcebook for Crime and Justice in America.
Courses by Newspaper.
California Univ., San Diego. Univ. Extension.
Spons Agency.—National Endowment for the Humanities (NFAH), Washington, D.C. Pub Date 77

Note-53p.; For related documents, see SO 010 353-356

Available from—Publisher's Inc., 243 12th Street, Drawer P, Del Mar, California 92014 (\$2.50,

paper cover)
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Community Pro-

escriptors—Adult Education, Community Pro-grams, *Crime, *Enrichment Programs, Films, Group Discussion, *Instructional Materials, In-terdisciplinary Approach, *Justice, *Legal Edu-cation, Minority Groups, Newspapers, Police, Prisoners, Resource Guides, Secondary Educa-tion, Social Problems

Identifiers-*Controversial Issues

The sourcebook is one of several supplementary materials for a 15-week newspaper course about crime and justice in America. Program ideas and sources of related resources compiled in the sourcebook are designed to help civic and group leaders and educators plan educational community programs based on the course topics. describes ways in which the program can be used in community and academic programs. Section two, Resources and Suggestions for Educational Community Programs, suggests background reading in specific periodicals and books, discussion questions, and group research activities for each of the 15 course topics. Section three describes in detail the activities and publications of 34 national and private organiza-tions concerned with crime, including the American Justice Institute, American Civil Liberties Union, Law Enforcement Assistance Administra-tion, and the National Association of Women in Criminal Justice. Also listed are names of contact persons of state humanities committees. Section ur contains an annotated bibliography of over 100 films categorized according to each of the 15 course topics. (AV)

ED 147 208 SO 010 355

Skolnick, Jerome H. And Others Crime and Justice in America. Newspaper Articles for the Seventh Course by Newspaper. Courses

for the occurrence by Newspaper.

California Univ., San Diego. Univ. Extension.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Add. Center for Studies of Crime and Delinquency.

Note-49p.; For related documents, see SO 010 353-356

Available from—Publisher's Inc., 243 12th Street, Drawer P, Del Mar, California 92014 (\$2.50, paper cover)
EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Adult Education, Content Reading,
"Crime, "Enrichment Programs, Essays,
"Instructional Materials, "Justice, "Legal Education, "News Media, Newspapers, Primary
Sources, Secondary Education, Social Problems
Identifiers, "Controversial Issues." *Controversial Issues

Fifteen newspaper articles about crime and justice in America are contained in this document. As the basis for a 15-week course by newspaper during the fall of 1977, the articles

served as the course "lectures." The articles were written by professors of law, psychology, sociology, philosophy, and criminology; attorneys and judges; and researchers. They explore crime in America and consider its causes, theories of prevention, and the institutional means employed to combat it, including police, courts, and corrections. The relationship between sex, race, and crime is examined, as well as historical and future perspectives on criminal punishment. White-col-lar crime, organized crime, and urban crime are defined. Each article is preceded by a biographi-cal statement about the author. (Author/AV)

SO 010 356

Skolnick, Jerome H., Ed. And Others
Crime and Justice in America. A Courses by
Newspaper Reader.
California Univ., San Diego. Univ. Extension.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Crime and Delinquency.

Pub Date 77 Note-368p.; For related documents, see SO 010 353-355

Available from—Publisher's Inc., 243 12th Street, Drawer P, Del Mar, California 92014 (\$6.25, paper cover)

ent Not Available from EDRS.

Descriptors—Adult Education, *Autoinstructional Programs, *Content Reading, Correctional Rehabilitation, Corrective Institutions, *Crime, Criminals, Enrichment Programs, Equal Protection, *Instructional Materials, *Justice, *Legal Education, Minority Groups, Newspapers, Po-lice, *Primary Sources, Prisoners, Secondary Education, Social Problems identifiers—*Controversial Issues, Mafia

This reader is one of several supplementary materials for a 15-week newspaper course about crime and justice, mainly in the United States. Six units contain 67 readings from primary sources such as journal articles, monographs, personal in-terviews, published letters, and government re-ports. The readings present personal experiences, research findings, and debate over controversial issues related to crime and justice. research intollings, and decide over controllers issues related to crime and justice.
"Understanding Crime" contains essays which
question the usefulness of jailing all criminals.
"Institutional Crime" documents historical and contemporary criminal activities within big business, organized crime, and federal programs. "Street Crime" presents a cross section of crimes committed by muggers, drug offenders, street gangs, female crooks, and rapists, as well as descriptions of the crime-promoting environments of certain racial and ethnic groups. In "Criminal the essays review issues of capital punish ment, humanitarian theories of punishment, marijuana prohibition, and rights of the accused. "The Administration of Criminal Justice" ex-

ED 147 210

prisons. (AV)

Weiss, Joseph W. Williamson, John B. The Convergence Theory Reconsidered: Political and Economic Determinants of Social Welfare Effort, A Cross-National Analysis.

SO 010 387

plores police corruption, preventive detention, and an overview of criminal sentencing in the United States. "Punishment" describes life in

Pub Date Sep 77 Note-25p.; Paper presented at Annual Meeting of the American Sociological Association (72nd, Chicago, Illinois, September 5-9, 1977) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Conceptual Schemes, Economic
Factors, Literature Reviews, *Models,
*Political Influences, Social Influences, *Social
Science Research, *Social Welfare,

*Political Influences, Social Influences, *Social Science Research, *Social Welfare, *Socioeconomic Influences, Sociology, Welfare Identifiers—Convergence Theory
The convergence theory asserts that industrial nations are becoming increasingly alike due to their economic and technological development. Most interpretations of the convergence theory either state or imply that political factors are unimportant in shaping the common welfare state toward which all industrial nations are converging. Using data on 39 countries, the authors present evidence indicating that, contrary to expectation, egalitarian political movements pectation, egalitarian political movements (socialist parties and labor unions) have a submovements stantial impact on a nation's social welfare effort. The effect of egalitarian political movements is, however, substantially less than that of economic

development when the appropriate models are specified. The authors conclude that one way in which egalitarian political movements affect a nation's social welfare effort is through their impact on the development of a social welfare reaucracy. On the basis of this study, the authors propose that the relevance of political factors in the convergence theory be reconsidered. (Author/DRS)

ED 147 211 SO 010 390

Law-Focused Education: Iowa.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Curriculum.; University of Northern Iowa, Cedar Falls. Malcolm Price Lab. School.

Note-124p.
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Case Studies, Course Content, Crime, "Curriculum Development, Decision Making Skills, Elementary Secondary Educa-tion, Laws, "Legal Education, "Performance Based Education, Questioning Techniques, Relevance (Education), Resource Guides, Resource Materials, Secondary Education, *State Government, Student Rights

Identifiers-Great Plains Regional Interstate Pro-

ject, "Iowa This law-focused resource booklet is intended to help secondary level students learn about the civil law portion of lowa's judicial system. The materials are designed to help students un-derstand how to deal with conflict in a peaceful and orderly manner and how to cope with deci-sion making in personal law situations as related to the family, the market place, the court of law, and the world of work. Section one, comprising about one half of the guide, contains objectives, case studies for student use, and questions for discussion on the following topics: civil law, court procedures, injury and property damage, motor vehicle torts, world of work, personal finance, love and marriage, and students and school. Section two contains a set of law-related competencies for primary level (K-4), intermediate level (5-8), and secondary level (9-12). This section will be especially helpful to teachers when they are developing law-focused curriculum across grade lines. Section three consists of a bibliography of law-related resources and a list of ser-vice organizations. (Author/RM)

ED 147 212 SO 010 399

Goodman, Jerry D.

The Effects of Race and Ethnicity upon Income and Occupational Status Attainment.

Pub Date Mar 77

Note-36p.; Paper presented at Annual Meeting of the Southwestern Sociological Association (Dallas, Texas, March 31-April 2, 1977); Not available in hard copy from EDRS due to poor reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Academic Achievement, *Black Employment, Blacks, Educational Economics, Employment, Ethnic Groups, *Ethnic Status, *Income, Italian Americans, Literature Reviews, Minority Groups, *Occupational Mo-bility, *Race, Racial Discrimination, Social Class. Social Science Socioeconomic Status, Sociology

Data are analyzed on native whites, second generation Italian-Americans, and second genera-tion urban blacks to ascertain the effects of race and ethnicity upon income and occupational status attainment. Data about these groups were drawn from a 1 in 100 random sampling of the 1960 and 1970 census data for Chicago. Nine hypotheses relating to the process of income and occupational status attainment, obtained from the literature on income and occupational attainment processes, are tested. For each year, 1960 and processes, are tested. For each year, 1960 and 1970, data are analyzed for two groups: one composed of second generation Italian-Americans and second generation urban blacks, and the other composed of native whites and second generation -Americans. In the first group the effe race is assessed as it relates to the process of in-come and occupational status attainment; in the second group the effect of ethnicity is assessed. The findings indicate that race is seen to have a significant effect in determining income and oc-cupational status attainment and that among whites, ethnicity does not significantly affect in come and occupational status attainmen (Author/DRS)

ED 147 213 SO 010 413 immer Resource Personnel Workshops to Improve Social Science Education at the Pre-Col-Level. Final Reports. 1972, 1973, 1974,

Minnesota Univ., Morris.
Spons Agency—National Science Foundation, Spons Agency—Na Washington, D.C.

Pub Date [77]
Note—133p.; Funding information has been removed by ERIC
EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

DRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
bescriptors—Anthropology, Conferences, Curriculum Development, Educational Improvement, Geography, Higher Education, Improvement Projects, Resource Teachers, Secondary Education, Social Sciences, Social Studies, Sociology, Summer Workshops, Teacher Education, Teacher Improvement, Teacher Workshops, Team Training, Training Objectives, Workshops Workshops

The document presents reports of Summer Resource Personnel Workshops held at the University of Minnesota, Morris, Minnesota, in 1972, 1973, 1974, and 1975 to improve precollegiate social science education. Objectives of the workshops were to train educators as resource workshops were to train education as resources personnel; implement and disseminate projects in anthropology, geography, and sociology at the high school level; and develop patterns of cooperation among schools, colleges of education, and the liberal arts. Each report includes a description of workshop comparation. description of workshop organization, a report on dissemination and implementation activities, feedback from workshop participants, and recommen-dations for social studies curriculum development based upon participant reactions. The overview sections explain how participants were selected and organized into teams, list objectives, and summarize conclusions from feedback questionnaires. The sections on dissemination and implementation list activities carried out by particimentation at activities carried out op partici-pants following the workshop, including teacher workshops, student teacher seminars, and presen-tation of project materials to professional or-ganizations. The sections summarizing participant feedback present generally positive reactions to the workshop and to professional growth as a result of workshop participation, and suggest areas for future development, including increased involvement by the federal government in social studies education and development of more student centered curriculum. Participant feedback in tabulated form is also presented in each report and information on participant use of workshop materials is included in the 1974 and 1975 reports. (Author/DB)

ED 147 214

SO 010 423

Stahl, Robert J.
The Status of Precollege Psychology in Florida from 1970-71 through 1974-75: A Report of a Longitudinal Study. Research Monograph No. 22

Florida Univ., Gainesville. P. K. Yonge Lab. School. Pub Date Nov 76

ote—110p.; For a related document, see ED 087 651; Tables 6, 7, 5B, 6B, 10B, 13B may not reproduce clearly due to small type size of original document

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage Descriptors—Comparative Analysis, Course Con-tent, Course Evaluation, Course Objectives, Curriculum Research, Data Analysis, Educa-tional Needs, *Educational Research,

curriculum Research, Data Analysis, Educational Needs, "Educational Research,
"Educational Status Comparison, "Educational
Trends, High School Curriculum, Longitudinal
Studies, "Psychology, "School Surveys, Secondary Education, Student Characteristics, Surveys, Tables (Data), Teacher Certification,
Teacher Characteristics, Teacher Education
Identifiers." Florida
The results of a 1974-75 survey of Florida
secondary schools that are concerned with the
teaching of psychology are reported and compared with similar surveys made in 1970-71 and
1972-73. The purpose of the survey was to obtain
a profile of schools offering psychology courses.
The 1974 survey, a 40-item questionnaire, was
mailed to 337 schools and gathered 227 responses. Data were collected on the number of
schools offering psychology courses, of students
enrolled, and of other courses schools were offering which included psychological content. Data
were also obtained on the racial mixture and sex

of the students enrolled in psychology classes; the popularity of psychology courses; the academic preparation of psychology teachers; the behavioristic-humanistic biases of psychology teachers; and the methods used in the teaching psychology courses. Results revealed that psychology as a separate course of study was taught in 179 of the 227 secondary schools (78.9%). These results represent a slight increase in the total number of Florida secondary schools which offered secondary schools which offered secondary schools. which offered separate course in psychology when compared with the previous surveys. Other findings show that psychology classes contain a racial mixture of approximately 80% white and 20% black students; the majority of students were females; generally, psychology teachers are satisfied with their academic preparation; few differences exist between behaviorist-oriented and ists-oriented teachers; and most teachers use the lecture-discussion method. (KC)

ED 147 215

SO 010 428

Scarlett, Jack
Back to Basics: Is Social Studies Included? Mon graph No. 2.

Wollengong Inst. of Education, New South Wales (Australia).

Pub Date [76]

ote-12p.; Not available in hard copy from EDRS due to small type size of original docu-

EDRS Price MF-\$0.83 Plus Postage. HC Not

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS. Descriptors—Analytical Criticism, *Comparative Education, Definitions, *Educational Trends, Elementary Education, Elementary School Curriculum, Progressive Education, *Social Studies Identifiers—*Australia, *Back to Basics, Canada, Great Britain, New Social Studies
This paper discusses the implication of the back to basics movement in elementary school social studies. The paper is divided into three sections, each of which considers a different aspect of the issue. Part one briefly discusses the nature tions, each of which considers a different aspect of the issue. Part one briefly discusses the nature and extent of the back to basics movement in the United States. The various interpretations of the term basics are examined. The author believes that the movement is at least partly responsible for a decline in the quality of social studies teaching in the United States. Also examined in part one are reactions to the movement in Great Britain, developments in Canada, and back to Britain, developments in Canada, and back to basics in Australia. The second part of the paper deals with the declining standards of education in Australia. Two research studies, on which the case of the decline theory rests, are examined. The role that some magazines and newspapers have played in contributing to the climate of dissatisfaction is also discussed. The third and final section of the paper treats the implications of the back to basics movement for the teaching of social studies in Australian primary schools. Criticisms of the new social studies are discussed. (Author(RM))

(Author/RM) ED 147 216

SO 010 433

Clark, Leon E.

The Cost and Value of American Children: A
Teaching Module.
Population Reference Bureau, Inc., Washington,
D.C.

Pub Date [77]

Note-18p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Posta

EDIKS Price MF-50.83 HC-\$1.67 Plus Postage.
Descriptors—Behavioral Objectives, *Child Rearing, *Children, *Costs, Demography, Economic Factors, Expenditures, *Family Planning, Graphs, Higher Education, Inflation (Economics), Junior High Schools, Learning Modules, Parent Role, *Population Education, Ouestionnaires, Secondary Education, *Student Attitudes, Trend Analysis
The teaching module contains questionnaires.

The teaching module contains questionnaires, a form for combining questionnaire responses, and seven data sheets dealing with costs and benefits of rearing children in the United States. Intended of rearing children in the United States. Intended for use by students from junior high school through college, the materials encourage students to clarify their attitudes toward parenthood, help them examine advantages and disadvantages of having children, expose them to data on the cost of raising children, and help them understand the roles of culture and economy in shaping a society's perceptions of children. The first section outlines grade levels, time and materials chiesoutlines grade levels, time and materials, objectives, and procedures for utilizing the data sheets in class activities. The second section contains data sheets. The first data sheet poses six

questions on the cost and value of children. The second data sheet provides a response form designed to facilitate collection and recording of designed to tacultate collection and recording of questionnaire responses. Data sheets three, four, and five are graphs representing direct and indirect costs of children at various stages of the life cycle. The sixth data sheet tabulates results of a 1973 Hawaiian survey of advantages of parenthood. The final data sheet is a questionparetiniod. The final data since is a question-naire which directs students to respond positively or negatively to 45 statements of opinion about children. (Author/DB)

SO 010 442 Allen, Rodney F., Ed. LaHart, David E., Ed.

Sample Energy Conservation Education Activities for Elementary School Students. Florida State Univ., Tallahassee.; Palm Beach County Board of Public Instruction, West Palm

Pub Date 77

us Date //
iote—59p.; Pages 8 through 16 were removed
by ERIC due to poor reproducibility; Page 55
has been removed by ERIC due to copyright
laws; these pages are not included in the

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Pescriptors—Conservation (Environment),

*Conservation Education, Curriculum Develop
*Conservation Guides, *Depleted ment, Curriculum Guides, *Depleted Resources, Elementary Education, Elementary School Curriculum, *Energy, *Energy Conser-vation, *Learning Activities, Primary Grades, Science Experiments, Teacher Developed Materials

The booklet contains learning activities for introducing energy and conservation concepts into the existing elementary school curriculum. The activities were developed by Palm Beach County teachers during a one-week workshop. A framework of ideas is divided into three functional categories: universe of energy, living systems and energy, and social systems and energy. gy. The first two categories outline scientific concepts fundamental to an understanding of basic energy ideas and energy flow models of which human beings are a part. The third category sets forth basic concepts in social systems, including governmental, economic, and moral systems, the understanding of which is vital in making decisions affecting production, distribution, and consumption of energy resources. Sixteen sample lessons are provided for grades 1-3 and 19 for grades 1-6. Activity ideas focus on topics such as the sun as a source of energy, fossil energy, and conservation of scarce resources. The majority of activities consists of scientific experiments; other activities include puzzles, drawing exercises, and cut and paste activities. The activities are suggestive, rather than prescriptive; teachers are encouraged to adapt and expand the activities.

(DRS)

ED 147 218

SO 010 455

Shaver, James P., Ed.
Building Rationales for Citizenship Education Bulletin 52. National Council for the Social Studies, Washing-

ton, D.C. Pub Date 77

Pub Date 7/ Note—128p.

Available from—National Council for the Social Studies, 2030 M Street, NW, Suite 400, Washington, D.C. 20036 (\$4.95 paperbound) EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Change Strategies, Changing Attitudes, Citizen Participation, *Citizenship, titudes, Citizen Participation, "Citizenship, Citizenship, Citizenship Responsibility, Community Involvement, Curriculum Development, Curriculum Evaluation, Democratic Values, Educational Change, "Educational Needs, Educational Objectives, "Educational Philosophy, Educational Problems, Educational Responsibility, Educational Trends, Elementary Secondary Education, Essays, "Relevance (Education), Slow Learners, "Social Studies tion, Essays, *Relevance Learners, *Social Studies

The intent of this bulletin is to involve social studies educators, as implementers of citizenship education, in re-examining the assumptions underlying their curricular choices and teaching methods. This subject is addressed because presently little evidence exists to indicate that the schools' efforts have affected the quantity of chult citizen entricipation. quality of adult citizen participation. Separate chapters were written by invitation by persons who have been working on potentially productive elements of citizenship education. Chapter one

raises questions and issues concerning the reconceptualization of citizenship education. Chapters two through four examine a radical critique of the purpose of citizenship education in a democratic society, reasons for and forms of social participation as a part of schooling, and involvement of slow learners in controversial community problems. Chapter five returns to the subject of the importance and legitimacy of educators creating a rationale for citizenship education. The major objective of this chapter is to clarify tors creating a rationale for citizenship collection. The major objective of this chapter is to clonify the dimensions of the problem so that social studies programs will be more responsive to the needs of a democratic society and more beneficial to the young people who inhabit it. (KC)

Salem, Greta
Participation and Education: Power Sharing in the

Pub Date Sep 77

Pub Date Sep. // Note—24p.; Paper presented at Annual Meeting of the American Political Science Association (Washington, D.C., September 1-4, 1977) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors.—Class Activities, Course Descriptions, Course Objectives, Curriculum Development, Decision Making, Educational Improvement, Educational Objectives, Group Activities, Group Instruction, Higher Education, Interdisciplinary Approach, *Political Science, *Political Socialization, *Problem Solving, Skill Development, *Social Problems, Sociology, Student Attitudes, *Student Participation, *Teaching Techniques

Student Attitudes, *Student Participation, *Teaching Techniques

This paper presents a new approach designed to help students understand the concepts around which introductory social and political science courses are typically built. The social science course, *Problem Solving in Society,* includes an exercise requiring the class as a whole to select, and develop proposals to alleviate, a social problem. Students also organize the class for the research and analytic tasks required to fulfill their research and analytic tasks required to fulfill their research and selections. assignment, determine what work they will do, decide how decisions will be made, and keep in-dividual journals that provide the data on which required weekly analytic papers are based. In-structors serve as observers of group activity, consultants on substantive and procedural mat-ters, and evaluators of papers and journals. This participatory power-sharing approach enables stu-dents to deal personally with a specific social problem and to create a mini-social system which exhibits many characteristics of contemporary ociety. Several skills and orientation highlighted in a participatory course, including ability to articulate views in group settings, development of a sense of efficacy, and tolerance for the conflict which ensues from group decision making. It is suggested that educators should con-sider the educational value of student participa-tion in developing and implementing curriculum. (Author/DB)

ED 147 220 SO 010 460

McConnell, Mary C.
Something Old, Something New: What Can
Philosophy Contribute to Social Science Educa-

Pub Date 26 Nov 77

Note-34p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Cincinnati, Ohio, November 23-26, 1977) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Affective Objectives, Cognitive Objectives, Cultural Education, Curriculum Development, Curriculum jectives, Cultural Education, Curriculum
Development, Curriculum Research,
Educational Objectives, Educational
Research, Elementary Secondary
Humanistic Education, Humanities Instruction,
Inductive Methods, Integrated Curriculum, Intellectual Disciplines, Intellectualization, Learning Processes, Personal Values, "Philosophy,
Problem Solving, "School Surveys, Social
Science Research, Social Sciences, Social
Values, "Teaching Models, Thematic Approach, "Thought Processes
Growing interest in teaching philosophy in elementary and secondary school prompted a 1975
national survey to determine the present status of
philosophy as a component in the curriculum.
Possible contributions of philosophy to students'
personal growth and critical thinking skills are explored. The first section of the paper presents the
following survey findings: (1) at least 205 sections of philosophy courses involving approximately 4,500 students were taught in 1974-75;

(2) social studies departments offer a philosophy course over half of the time; (3) philosophy teachers often use a topical or thematic ap-proach; and (4) most teachers prefer to use some original philosophical works and view class original philosophical works and view class discussion as the most effective learning activity. The second and major section suggests contributions of the discipline and offers models for teaching philosophy in elementary and secondary schools. At the elementary level, philosophy should be part of a general education program to encourage rational, imaginative, and creative learning. At the secondary level, the teaching of philosophy can contribute to three modes of human understanding: (1) synoetics: insight into or awareness of persons, oneself, or things; (2) ethics; and (3) synoptics: integration of meaning in different ways through disciplines such as history, religion, and philosophy. Four secondary philosophy course models are included which philosophy course models are included which utilize life style, inductive, problem-solving, and thematic approaches. (Author/KC)

ED 147 221

Hesselbart, Susan Dimensions of Public Opinion Support for Occu-pational Sex-Segregation. Pub Date 77

SO 010 463

ote—29p.; Revision of a paper presented at Annual Meeting of the American Sociological Association (Chicago, Illinois, September 5-9, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Pos

Descriptors—Discriminatory Attitudes (Social), Economic Factors, Females, Males, economic Factors, Females, Males,
*Occupational Aspiration, *Public Opinion,
Reverse Discrimination, *Sex Discrimination,
*Sex Role, *Sex Stereotypes, Social Science
Research, Sociology, *Working Women
Public support for identifying certain occupa
Data as more suitable for more suitable for the second control of the secon

rubic support for identifying certain occupa-tions as more suitable for men, and others as more suitable for women, is analyzed, on the basis of interviews with a sample of 112 men and 133 women during 1976 in Tallahassee, Florida. The study focussed on the relationship of this occupational sex segregation to (1) economic competition between men and women, and (2) general ideology about the roles men and women should have in society. For both men and women, it was found that support for occupational sex segregation is strongly and positively related to support for different roles for men and women in society in general, while there is only a weak relationship between support for occupational sex segregation and feelings about economic competi-tion between men and women. The strongest support for occupational sex segregation was found among black women and women with lower socioeconomic status. (Author/IM)

SO 010 466

Spicer, Brian, Ed. And Others Man and Space. The Global System, Level 1. Pub Date 72 Note-169p.; For related documents, see SO 010 467-468; Figures, photographs and maps may not reproduce clearly due to poor reproduci-bility of original document

Available from-Jacaranda Press, 65 Park Road, Milton, Queensland, Australia 4064 (\$6.00) EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.

Descriptors—Agriculture, Area Studies, Design Needs, Earth Science, Ecological Factors, Educational Objectives, *Environmental Education, "Geographic Concepts, *Geography Instruction, Industrialization, *Learning Activities, Maps, Neighborhood, Physical Environment, Physical Geography, Secondary Education, Skill Development, *Social Studies, Teacher Developed Materials, Textbooks Identifiers—*Australia Part of a geography series which stresses up-

Identifiers— *Australia Part of a geography series which stresses understanding of the environment through mastery of specific skills and concepts, the secondary level textbook examines environmental systems as they exist at present. A system is defined as one of a large number of elements (people, cities, rocks, soils, air, clouds) which make up the environment. Although developed for use in Australian secondary schools, the material and activities can be adapted for use in other countries by replacing Australian examples with other examples more relevant to students. The text comprises 15 chapters, 14 of which describe a specific system including the following: desert. prises is chapters, it of which describe a specific system including the following: desert, barrier reef, swamp, farm, cattle station, mine, bakery, communication, urban and rural

neighborhoods, and a garage repair shop. Skills and objectives are listed in the introduction and tests are included throughout the text. The forof each chapter generally round information, illustrations, background background information, illustrations, maps, graphs, and discussion questions. Learning activities suggested to help students observe elements of a system and analyze spatial relationships between them include role playing, surveys, library research, map work, class reports, debates, and field trips. The final chapter suggests questions and activities for evaluating student skills and understanding of textual material. (Author/DB)

ED 147 223 SO 010 467 Spicer, Brian, Ed. And Others
Space in Change. The Global System, Level 2.

Pub Date 73 -198p.; For related documents, see SO 010 466-468; Photographs, figures and maps may not reproduce clearly due to poor reproduci-

bility of original document

Available from—Jacaranda Press, 65 Park Road,

Milton, Queensland, Australia 4064 (\$6.00) EDRS Price MF-\$0.83 Plus Postage, HC Not

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Agriculture, Area Studies, Communism, Ecological Factors, Economic Change, *Economic Development, Economic Progress, Environmental Education, Futures (of Society), *Geographic Concepts, *Geography Instruction, Land Use, Learning Activities, *Living Standards, Population Trends, Secondary Education, Social Change, *Social Studies, Social Systems, Textbooks, Trend Analysis Identifiers—Africa, *Australia, Europe (East), United States

United States

Part of a geography series which stresses un-derstanding of the environment through mastery of specific skills and concepts, the secondary level textbook examines how and why different

level textbook examines how and why different environments have changed through time. The book is presented in eight chapters organized around the three main themes of change in local areas, and use, and the impact of ideas on land use. Chapters I and II describe recent attempts to increase the level of development and improve the standard of living in Tanzania and in the Kaira District of India. Chapters III and IV cite recent intensive development which has occurred recent intensive development which has occurred in outback Australia as a result of mining, irrigain outback Australia as a result of mining, irriga-tion development, and scientific research. Chap-ters V and VI investigate the nature and process of development of the United States from 1607-1900 and provide case studies of farmers in North Carolina, Pennsylvania, and Iowa. Chapter VII traces the changes which followed the in-troduction of communism in eastern Europe. The final chapter suggests questions and activities for evaluating student skills and understandings of textual material. The format of each chapter textual material. The format of each chapter generally includes background information, illustrations, maps, graphs, and discussion questions in addition to activities such as role playing, sur-veys, library research, map work, class reports, and written essay assignments. Cognitive, affective, and psychomotor objectives are presenthe introduction. (Author/DB)

ED 147 224 SO 010 468 Spicer, Brian, Ed. And Others Production and Space. The Global System, Level

Pub Date 74

Note—283p.; For related documents, see SO 010
466-467; Figures, photographs and maps may
not reproduce clearly due to poor reproducibility of original document
Available from—Jacaranda Press, 65 Park Road,
Milton, Queensland, Australia 4064 (\$8.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.

Descriptors—*Agriculture, Developing Nations, Economic Change, Economic Climate, Economic Climate, Economic Frogress, Environmental Education, Food, Futures (of Society), *Geographic Concepts, *Geography Instruction, Human Geography, Industrialization, Industrial Technology, Interaction, Living Standards, *Manufacturing, Secondary Education, Skill Development, *Social Studies, Tables (Data), Textbooks

Part of a geography series which stresses understanding of the environment through mastery of specific skills and concepts, the secondary level textbook investigates the interrelationships between humans and the goods they produce. The book is presented in 26 chapters organized

around five main themes: (1) agricultural production, (2) manufacturing production, (3) difficul-ties that men of different backgrounds experience in living and producing together, (4) the relationship between living standard and health, and (5) interactions between men and specific environments. Cognitive, affective, and psychomotor objectives are listed in the introduction, and a final between support of the production of t chapter suggests questions and activities for mea-suring student mastery of the objectives. Chapter format generally includes background information, illustrations, maps, graphs, and discussion questions. Some chapters also include learning questions. Some chapters also include learning activities such as library research, map work, essay assignments, and model construction. The major learning activities, however, are presented in the final chapter in which students are directed to apply analytic skills developed throughout the global system series to hypothetical farm and factory data. Specifically, students are expected to construct a map and systems diagram of the farm and factory from information presented, explain and factory from information presented, explain the layout of each site, and determine whether the uses to which men are putting the site are suitable in terms of suggested variables. (Author/DB)

SO 010 472 Kanetzke, Howard W., Ed.
Badger History, Vol. 29, No. 1, September 1975.
The Revolutionary Years, 1750-1815.
Wisconsin State Historical Society, Madison.

Pub Date Sep 75 -58p.; For a related document, see SO 010

473; Not available in hard copy from EDRS due to poor reproducibility of original docu-Available from-The State Historical Society of

Wisconsin, 816 State Street, Madison, Wisconsin 53706 (\$1.00 paperbound, \$0.75 each for ten copies or more)
EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Availance from EDRS.

Descriptors—American Indians, Content Reading,
Cultural Awareness, Elementary Education,
*Instructional Materials, Learning Activities,
Life Style, Maps, Periodicals, Primary Sources,
*Revolutionary War (United States), *Social
Studies, *State History, United States History
| Heartifers. *Wisconsis. dentifiers-*Wisconsin

This document explores the history of Wiscon-This document explores the history of Wisconsin during the revolutionary years of 1750 through 1815. Published quarterly by the State Historical Society of Wisconsin, the journal is designed to acquaint elementary school students with historical and contemporary aspects of life in Wisconsin. Most of this issue contains short rratives describing the explorations and battles of famous people in the state's history. Eight sections use narrative and excerpts from personal diaries to document exploration of the Northwest Territory, alliances and trade with Indian tribes, battles against French and British troops, recon-struction of the oldest remaining house in Wisconsin, life histories of revolutionary soldiers, and the War of 1812. A crossword puzzle, time line, and creative activities are presented which emphasize important facts, dates, and concepts from the historical narratives. Many pictures, drawings, and maps illustrate the content. (AV)

ED 147 226 SO 010 473 Kanetzke, Howard W., Ed.
Badger History, Vol. 29, No. 3, January 1976.
Wisconsin Geography.
Wisconsin State Historical Society, Madison.

Pub Date Jan 76

ote-61p.; For a related document, see SO 010 472; Not available in hard copy from EDRS due to poor reproducibility of original docu-

Available from—The State Historical Society of Wisconsin, 816 State Street, Madison, Wiscon-sin 53706 (\$1.00 paperbound, \$0.75 each for

ten copies or more)
EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Agricultural Production, Botany, Climatic Factors, Content Reading, Cultural Factors, Elementary Education, Environmental Influences, Geographic Research Leaves Content of Con graphic Regions, Geography, Geography In-struction, "Instructional Materials, Learning Activities, Physical Divisions (Geographic), Physical Environment, "Physical Geography, "Geography," "State History leatifiers—"Wisconstin This document focuses on the physical environment of Wisconsin and describes how movement of glaciers during the Ice Ages formed Wisconsin's present topography. The journal contains short reading selections, stories, word lists, and activities designed to help elementary school students understand the causes and effects of glacial drift. Nine reading selections (1) describe glacial drift. Nine reading selections (1) describe glacial drift and how it reshapes the earth's surface; (2) identify the five regions of Wisconsin today and show how the differences in their physical geography reflect different degrees of glacial influences; (3) identify major rivers and lakes; and (4) explain how vegetation in the state's different regions is influenced by climate. A short story introduces students to the educational benefits of exploring caves. Another section discusses French exploring caves. Another section discusses French and Indian influence on names of towns and areas in Wisconsin. The document also includes a crossword puzzle, drawing and writing activities,

Stetson, Dorothy M.

The Limits of Movement Politics: The Case of

Pub Date Sep 77

Note—32p.; Paper presented at Annual Meeting of the American Political Science Association (Washington, D.C., September 1-4, 1977) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—Activism, Civil Liberties, *Cir Rights, Civil Rights Legislation, Disser Rights, Civil Rights Legislation, Dissent, Economic Climate, Economic Factors, Equal Education, Equal Opportunities (Jobs), Evaluation, Females, *Feminism, Foreign Countries, Government Role, Policy Formation, *Political Influences, Political Power, *Social Action, Social Attitudes, Social Class, *Social History, Womens Studies

Womens Studies

Identifiers—*England
Analysis of the British feminist movement from 1850 to 1975 reveals a constant struggle by feminists for equality in the face of legal and social restrictions and a corresponding lack of response by the British government to movement demands. The political organization of the feminist movement is described in four phases. During the first phase, from 1855-1900, feminists were ignored by British political parties. Feminists formed informal societies to deal with education, equal moral standards, sufferage, and employment. The efforts of women activists dursecond phase (from 1890-1918) were largely directed toward obtaining votes and jobs for women. During this phase, the Labour party en-dorsed equal political rights for women, and the Nationai Union of Women's Sufferage Societies and the Womens Social and Political Union replaced the informal societies of the 19th centureplaced the informal solutions of the Full Century. During the third phase, which began in 1918, feminists dealt with legal and political rights. However, their efforts were so diversified that they received little national attention until 1960 when the fresh ideology and tactics of the Women's Liberation movement again invigorated the British feminist movement. The fourth phase began in 1968. During this phase the Women's Liberation movement has challenged the Labour Party for leadership of the radical left. Feminist goals now include equal pay, job opportunities, education, day care centers, and free family planning services. Although review of advances made by feminists from 1850-1975 indicates various degrees of success due to tactics, the national ous degrees of success due to factors, the handman political climate, specific movement goals, and expectations of movement leaders, a major ad-vance can be noted in the incorporation of wom-::" rights demands into the party platform of both major parties. (Author/DB)

SO 010 476 Mortality American Style: A Tale of Two States. An Inquiry Teaching Module [And] Interchange. Population Education Newsletter. Vol. 6, No. 5, Nov. 1977.

Population Reference Bureau, Inc., Washington, D.C.

Pub Date [77]
Note—32p.; Page 29 to 32 are of marginal reproducibility

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—*Death, Drug Education, Environ-mental Education, Graphs, Higher Education, Instructional Materials, Interpretive Skills, Secondary Education, *Skill Development, *Social Studies, Social Studies Units, Tables In this self-contained inquiry module, seconda-ry or college level students analyze data to ex-plain the differences in mortality rates in Nevada and Utah. The module is intended to help stuand Utah. The module is interiored to dents: (1) translate and interpret demographic tables and charts; (2) form and test hypotheses to explain demographic phenomena; (3) identify social, economic, and demographic variables that affect mortality; (4) draw conclusions about the affect mortality; (4) draw conclusions about the effects of lifestyle on mortality; and (5) design original strategies for changing lifestyles so as to increase life expectancy. Throughout the exercise the teacher is primarily a facilitator. The teacher presents the data sheets of demographic tables and charts to the students one at a time, in sequence from 1 to 10. Students analyze each data sheet. The teacher may stimulate inquire by sequence from 1 to 10. Students analyze each data sheet. The teacher may stimulate inquiry by asking questions if necessary. Students are also involved in supplementary activities. They write a proposal for legislation, are involved in class debates, and do library research. The November, 1977 issue of the newsletter Interchange which discusses the topic under study is also included. (Author/RM)

ED 147 229

SO 010 482

Brown, Lester R.
Redefining National Security. Worldwatch Paper

Worldwatch Inst., Washington, D.C. ub Date Oct 77

Note-46p.

Note—40p.

Available from—Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$2.00 paperbound)

EDRS, Price MF-90.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Biological Influences, Climatic Factors—Disamment *Fravironmental In-

Factors, Disarmament, *Environmental Influences, Food, *National Defense, *Natural

Resources, Peace, *Socioeconomic Influences, War, World Affairs, *World Problems
This paper, an adaption from the author's forthcoming book "The Twenty-Ninth Day: Accomodating Human Needs and Numbers to the Earth's Resources," deals with non-military threats to national security. Since World War II the concept of national security has acquired an overwhelmingly military character. The policy of continual preparedness has led to the militariza-tion of the world economy, with military expendi-tures now accounting for six percent of the global product. Most countries spend more on national security than they do on educating their youth. The overwhelmingly military approach to national security is based on the assumption that the principal threat to security comes from other nations. but the threats to security may now arise less from the relationship of nation to nation and more from the relationship of man to nature. Dwindling reserves of oil and the deterioration of the earth's biological systems now threaten the security of nations everywhere. (Author/RM)

ED 147 230

SO 010 488

Butts, R. Freeman And Others
The School's Role as Moral Authority.
Association for Supervision and Curriculum
Development, Washington, D.C.

vailable from—Association for Supervision and Curriculum Development, Suite 1100, 1701 K Street, N.W., Washington, D.C. 20006 (\$4.50, Available from paperbound)
EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Affective Behavior, Affective Objectives Changing Assistates escriptors—Affective Behavior, Affective Objectives, Changing Attitudes, Citizenship
Responsibility, Cognitive Objectives, Curriculum Development, Educational Change, Educational Objectives, Educational Responsibility,
Educational Strategies, Educational Trends,
Elementary Secondary Education, Essays,
ethical Instruction, Ethics, Humanistic Education, Moral Development, Moral Issues, *Moral
Values, Personal Values, *Public Schools,
*School Responsibility, Social Values,
Teaching Methods, Teaching Techniques,
*Values

Identifiers-*Values Education

The major premise of the three essays in this booklet is that moral education in the schools is and will become even more explicit and direct. Another premise is that only through education do people become moral; ethical behavior arises neither from psychological predetermination nor from instinct. New approaches to moral educa-

tion are necessary for two reasons: (1) current societal events suggest that traditional approaches are inadequate, and (2) scholarly endeavors have are inadequate, and (2) scholarly endeavors have given rise to new theories regarding ethical education. The first essay, written by R. Freeman Butts, considers the substance and basis of moral education. The essay analyzes arguments regarding values education and demonstrates that the objectives of schooling are based on moral authority. Butts further argues that curricular priority should center upon the values of liberty, equality, and justice. The second essay, written by Donald H. Peckenpaugh, discusses the organization and methodology of moral education in the schools. This essay contrasts alternative teaching strategies and reviews current programs. Peckenpaugh concludes that moral education need not usurp the role of the home or church, prohibit self-determination, or violate the demands of a pluralistic culture. The final essay, written by Howard Kirschenbaum, outlines the current state of values education and makes recommendations for further research, development, and dissemination activities. (KC)

ED 147 231

SO 010 490

Williams, Robert L.

Cross Cultural Education: Teaching toward a
Planetary Perspective. The Curriculum Series.

National Education Association, Washington,

Pub Date 77

Pub Date 77
Note—63p.
Available from—NEA Order Department, The Academic Building, West Haven, Connecticut 06516 (\$3.25 paperbound)
EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Community Involvement, Cross Cultural Studies, "Cross Cultural Training, "Cultural Awareness, "Curriculum Development, Educational Finance, Educational Needs, Educational Objectives, Elementary Secondary Education, "Global Approach, Higher Education, Humanistic Education, Individual Diferences, Inservice Education, Interdisciplinary Approach, Program Descriptions, Resource Materials, School Role, Skill Development, Socioeconomic Influences, Student Attitudes, Teacher Education, Teaching Methods Identifiers—"Multicultural Education
The report offers practical suggestions, or-

The report offers practical suggestions, or-ganizational strategies, and educational concepts to classroom teachers and curriculum developers for designing and implementing polycultural pro-grams. Polycultural education is defined as ex-periences provided by the school which enable students to appreciate their own and other peo-ple's ethnocultural dimensions. Polycultural edu-cation deals with broader cultural considerations than multicultural education and includes programs in religion, geographic residence, political views, racial characteristics, and socioeconomic status. Major objectives of the report are: (1) to point out the need for a polycultural education for every American student; (2) to stress the responsibility of American education for inculcat-ing high levels of international ethnocultural ing high levels of international ethnocultural literacy; and (3) to suggest ways of developing and implementing polycultural programs. Chapter I presents major precepts of a polycultural curriculum. Chapter II outlines the organizational structure of a sample high-quality polycultural program. Chapter III explains how in-service education workshops can develop teachers' polycultural skills. Chapter IV deals with financing polycultural programs. Chapters V and VI discuss the involvement in and reaction of community groups, liberals, and intellectuals to polycultural programs. The final chapter examines ways in which polycultural education can help revitalize the racial, social, and cultural health of America. (Author/DB) (Author/DB)

ED 147 232

SO 010 491

Michaelson, Evalyn J. Women and Power: Problems of Feminine Poliu-

Pub Date Apr 77

Note—24p.; Paper presented at Annual Meeting of the Southwestern Anthropological Associa-tion (San Diego, California, April 1977) EDRS Price MF-50.83 HC-\$1.67 Plus Postage.

Descriptors—*Anthropology, *Cross Cultural Studies, Cultural Differences, Cultural Studies, Human Body, *Individual Power Literature Reviews, Males, Negative Attitudes, Power Structure, Reproduction (Biology), Sex

Identifiers-*Menstruation

The author reviews cross-cultural studies correlating women's reproductive functions with states of ritual defilement, pollution, and cultural restrictions on social behavior. Women's reproductive functions—childbirth, menstruation, and sexual intercourse—are frequently viewed as contaminating. Thus, during her menstrual period or period surrounding childbirth, a woman may be isolated to protect others, especially men, from sickness, injury, or loss of sexual potency. To date, anthropological studies of feminine pollution have produced some significant statistical correlations and a number of different and unrelated theoretical interpretations. In the first part of the paper, the author deals with theories pertaining to feminine pollution. Studies are discussed in which the extent of menstrual taboos has been found to correlate with social variables such as degree of male dominance, male solidarity, and social rigidity. It has also been correlated with certain customs affecting childhood so-cialization, notably the duration of the postpartum sex taboo. The second part of the paper discusses cross-cultural interpretations of men-strual taboos. Theoretical explanations of the existence and intensity of menstrual taboos and other forms of female pollution have used various ecological, social, and psychological facts as inde-pendent or mediating variables. In the final part of the paper, the author synthesizes the findings of various authors within a single theoretical framework. She suggests the following hypothesis: women will be seen as polluting to the degree that a culture assigns formal social power to men and women possess informal social power within the domestic unit. Women's informal social power can be illustrated by the post-partum sex taboo which increases the amount of time a mother spends with her children, thereby increasing their dependence on her and her social influence over them. This social power in societies formally dominated by men makes women anomalous, and therefore men fear them as polluting. (Author/AV)

Schwartzbaum, Allan And Others

A Thematic Approach to the Undergraduate Sociology and Anthropology Curriculum. Spons Agency—National Science Foundation,

Washington, D.C. Pub Date 8 Sep 77

Grant-SER76-14806

Note—9p.; Paper presented at Annual Meeting of the American Sociological Association (Chicago, Illinois, September 5-9, 1977) EDRS Price MF-30.83 HC-\$1.67 Plus Postage.

Descriptors—*Anthropology, *Career Opportuni-ties, College Instruction, College Majors, Edu-cational Methods, Guidance, Higher Education, Interdisciplinary Approach, Liberal Arts,
*Program Descriptions, *Relevance *Sociology, (Education), Education), Social Sciences, *Sociology Thematic Approach, Vocational Development The authors propose a new undergraduate social science curriculum which will enable sociology and anthropology majors to obtain an educa-tional background adaptable to the changing job market. The program, which combines career education and the liberal arts, is organized by different themes which serve as the focus for learning and research within sociology and anthropology. Specific courses are grouped together to form a pattern. Each pattern contains a core of courses within the department and a set of complementary courses outside of sociology and anthropology. Because of its multidisciplinary, problem-solving orientation, the program broadens the availability of career opportunities while sharpening students' intellectual skills. Suggested themes include law and society, social relations in business and industry, and planned change and community develop-ment. Themes should be selected on the basis of availability of relevant courses, clear connection between a theme and existing career opportuni-ties, and availability of departmental faculty members to serve as advisors. Implementation of the program should include training sessions for advisors, coordination with the university career placement office, and internships in settings. (Author/AV)

ED 147 234

SO 010 495

O'Connor, Karen
The Use of the Courts by Women's Groups to Obtain Rights.

Pub Date Sep 77

Note—33p.; Paper presented at Annual Meeting of the American Political Science Association (Washington, D.C., September 4-6, 1977); Not available in hard copy from EDRS due to poor reproducibility of original document EDRS Price MF-50.83 Plus Postage. HC Not

Available from EDRS.

Available from EDRS.
Descriptors—"Change Strategies, "Civil Liberties,
"Civil Rights, Court Cases, "Feminism, History,
Justice, Laws, Minority Groups, "National Organizations, Organizational Effectiveness, Organizations (Groups), Sex Discrimination,
"Supreme Court Litigation, Voting Rights
Identifiers—"Womens Rights
This study examines how women," groups have

This study examines how women's groups have made use of litigation strategy to gain favorable policy decisions from the U.S. Supreme Court. The litigation strategies associated with four groups are discussed in the major portion of the report. These groups are: (1) the National Women's Suffrage Association (NWSA), active from 1869 to 1875; (2) the National Consumer's League (NCL), active from 1977, to 1936; (3) League (NCL), active from 1907 to 1936; (3) and the two contemporary groups which have been the primary authors of litigation since 1966, the National Organization for Women (NOW), and the American Civil Liberties Union Women's Rights Project (WRP). Conclusions indicate that most women's groups begin their activity by pur-suing legislation to secure a substantive right for women. However, women's efforts do not end women. However, women's efforts do not end when legislation goes into effect; non-implemen-tation may occur unless the legislation is de-fended. Further, foundation support appears to be critical in aiding group success; limited funds have caused women's groups to limit activities. A chart outlining cases brought before the supreme court is included in the appendix. (KC)

ED 147 235 SO 010 496 Fraenkel, Jack R. Values Education: Toward a More Comprehensive

Approach. Pub Date Nov 77

ote—13p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Cincinnati, Ohio, November 23-26, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—Educational Change, Educational Needs, *Educational Objectives, Educational Needs, Educational Objectives, Educationa, Trends, Elementary Secondary Education, *Ethical Values, Humanistic Education, Moral Development, Moral Values, Personal Values, Social Values, Student Centered Curriculum, *Values

dent Centered Curriculum, *Values Identifiers...*Values Education
Values education is concerned with helping people determine worth in making practical, esthetic, and moral judgments. The purposes of this paper are: (1) to argue that the teaching of values in school is unavoidable, (2) to suggest that current efforts in values education are insufficient, and (3) to offer susceptions for a more ficient, and (3) to offer suggestions for a more comprehensive approach. Values education must concern itself with intellectual development and emotional growth. Because schools currently are not clear on what "values education" means, they are not clear on an approach. A comprehensive program would be centered around value dilemmas. This student-centered approach would allow students to debate and offer alternatives to these dilemmas. Cognitive and affective skills and motivational objectives for values education are

ED 147 236

SO 010 499

ED 147 236

Vanek, Joann
The New Family Equality: Myth or Reality?
Pub Date 8 Sep 77

Note—27p.; Paper presented at Annual Meeting of the American Sociological Association (Chicago, Illinois, September 5-9, 1977)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Changing Attitudes, Child Rearing, Data Analysis, Day Care Services, Economic Factors, Employer Attitudes, *Family Relationship, Family Role, Females, Income, *Labor Force, *Life Style, Literature Reviews, Males, Part Time Jobs, Role Perception, *Sex Role, Part Time Jobs, Role Perception, *Sex Role, Services, Part Time Jobs, Role Perception, *Sex Role, Part Time Jobs, Part Time Jobs, Role Perception, *Sex Role, Sex Stereotypes, *Social Attitudes, Social Values, Sociocultural Patterns, Sociology, Trend Analysis, Work Attitudes, Working

The paper analyzes the work roles of husbands and wives in the 1970s and suggests policies to implement sex equality in the workplace and at home. Data reviewed in the paper support the structural-cultural view that work behavior both inside and outside the home is shaped by deeply embedded cultural and structural forces. In 1975, 41% of families in a national survey reported that embedded cultural and structural forces. In 1975, 41% of families in a national survey reported that both spouses were working. Wives' contributions to the economic welfare of families was significant: in 1975, the median proportion of income contributed by the wife was 26%. However, the types of jobs held by most women were sex-linked, requiring sociability, nurturance, or other "female" characteristics. In terms of dividing housework, data show that although husbands do a substantial amount of work in the home, tasks are still divided along traditional lines. Even when fully employed, wives bear home and family care responsibilities. Women's attitudes toward family and work roles seem to be less traditional as their educational and employment experience increase. and work roles seem to be less traditional as their educational and employment experience increase. Social policy goals to achieve sex equality must include restructuring the labor force, transforming part-time work to more meaningful employment, compensating for work at home, and increasing child support and day care programs. (Author/AV)

SO 010 500 Bosserman, Phillip Changing Core Values in American Society: 1876-1976.

Pub Date Sep 77

Note—46p.; Paper presented at Annual Meeting of the American Sociological Association (Chicago, Illinois, September 5-9, 1977) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

escriptors—*Changing Attitudes, Ethical Values, Ethics, Futures (of Society), Historical Values, Etnics, rutures (or Society), Historical Reviews, History, *Leisure Time, *Life Style, Literature Reviews, Moral Values, Personal Values, *Social Change, Social Indicators, Social Influences, Social Integration, Social Problems, Social Relations, Social Values, Sociocultural Patterns, Sociology, Trend Analy-

sis, *Values, *Work Attitudes

The paper reviews changes in core values of American society from 1876-1976 from a per-American society from 1876-1976 from a per-spective of changes in allocation of time between work and nonwork. According to the author, core values motivate and direct people in a society. An historical review of sociological litera-ture indicates a late 20th century trend away from the Protestant Work Ethic toward an in-crease in amount of time spent on leisure pur-suits. This new ethic is reflected by social discon-tinuity and experimentation as indicated by intinuity and experimentation, as indicated by in-creased alienation, apathy, violence, and a decline in the authority of institutions. Explanations of discontinuity, social change, and the Protestant Work Ethic are analyzed for their con-tribution to the demise of the traditional American ethic. Examination of current lifestyles indicates that mass consumption and demand for creative and communal fulfillment are frequent aesthetic-ethical responses to social change. The conclusion is that the core values of American society now revolve around a leisure ethic which society now revolve around a lessure etnic which incorporates personal gratification, satisfaction in interpersonal relations, and an appreciation of nature. The author suggests that additional research is needed which will investigate whether this ethical pattern exists and is of a permanent nature.

ED 147 238 SO 010 501

Holton, Gerald
Limits of Inquiry: Straws in the Wind.
Spons Agency—National Science Foundation,
Washington, D.C.
Pub Date 15 Oct 77

Pub Date 13 Oct // Note-30p.; Paper presented at Annual Meeting of the Society for Social Studies of Science (Cambridge, Massachusetts, October 15, 1977) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage/

DRS Price MF-\$0.83 HC-\$2.06 Plus Postage: escriptors—*Academic Freedom, *Changing Attitudes, Ethica, *Moral Issues, Moral Values, Science History, Sciences, *Scientific Attitudes, Scientific Enterprise, Scientific Principles, *Scientific Research, Scientists, Social Responsibility, Social Science Research, *Socioultural Patterns, Standards, Technology, Trend Analy-

The author discusses some reasons for constraints that society places on science. Restraints on scientific inquiry and research are imposed when a scientific pursuit comes into conflict with

widely held social values or when the pursuit is questioned in terms of "good science." These restraints reflect different views of the role of free inquiry in society and oppose a tradition of academic and research freedom and contradict academic and research records and contradict the predominant philosophy of science as an open system which is held by the scientific community. Examination of the circumstances which have lead to current rising demands for restrictions on scientific inquiry reveal four components: (1) the scale and rate with which scienponents: (1) the scale and rate with which scientific and technological activity has increased make it subject to accountability; (2) professionalization of science and engineering has reached a mature level and can no longer rely on the theory of academic freedom of the First the theory of academic freedom of the First Amendment for protection; (3) the change from an ideology of progress to that of limits or self-denial of technology, is part of the general aware-ness of limits including limits to natural resources; and (4) changes in attitudes result in a questioning of the theory that all scientific inquiry results in progress. Some ways in which limitations are currently invoked are through requests for impact statements and through lack requests for impact statements and through lack of financial support. (KC)

ED 147 239 SO 010 502

Truhan, Deborah L.

Focus on Brazil: A Case Study of Development.
Global Development Studies Inst., Madison, N.J.

Note—147p.; Tables and maps on pages 5, 7, 84-86 may not reproduce clearly due to poor reproducibility of original document Available from—Global Development Studies In-stitute, P.O. Box 522, 14 Main Street, Madison,

stitute, P.O. Box 522, 14 Main Street, Madison, New Jersey 07940 (\$3.60, paper cover) EDRS Price MF-\$0.83 MC-\$7.35 Plus Postage. Descriptors—*Area Studies, *Case Studies, Comparative Education, *Concept Teaching, *Developing Nations, Discussion (Teaching Technique), *Economic Development, Foreign Countries, Geography, Global Approach, Higher Education, History, Living Standards, Political Influences, Secondary Education, Social Problems, *Social Studies Units, Technological Advancement, Unit Plan Identifiers—*Brazil

The teaching unit is designed to help senior high school and college students learn about national development is defined as advances in social well-being and economic growth. Brazil was chosen as

development is defined as advances in social well-being and economic growth. Brazil was chosen as an example of a developing nation which depends upon foreign markets, technology, and capital. The country also has social problems aggravated by a high rate of population growth and urban overcrowding. There are five major sections in the unit. Two introductory sections describe Brazil's geography and history from the precolonial era through 1964. Highlighted are so-cial, economic, and political events which in-fluenced contemporary Brazil. A third section ex-amines the international economics of Brazil's development. Economic growth and supportive development. Economic growth and supportive political changes since 1964 are analyzed. Health, nutrition, education, income distribution, and employment opportunities are discussed in section four. Section five summarizes the economic and four. Section five summarizes the economic and social aspects of the Brazilian development model, and suggests possibilities for future growth. At the end of each section are questions for discussion and research, as well as annotated reading suggestions. A glossary and a selected bibliography of 59 relevant references conclude the unit. (Author/AV)

ED 147 240 SO 010 503

Richardson, Bradley M.
Survey Research on Political Behavior in Japan: A
Comparison of Western and Japanese Models of
Political Behavior. Part I: Voting Behavior. Pub Date Sep 77

ote—47p.; Paper presented at Annual Meeting of the American Political Science Association (Washington, D.C., September 1-4, 1977) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postag

DRS Price MF-\$0.83 HC-\$2.06 Plus Postage. bescriptors—"Asian Studies, Behavioral Science Research, "Behavior Patterns, Citizen Par-ticipation, Comparative Analysis, Cross Cul-tural Studies, Cultural Factors, Foreign Coun-tries, Intellectual Disciplines, "Literature Reviews, "Political Science, Political Socializa-tion, Social Change, Social Influences, Social Science Research, Sociology, State of the Art Reviews, Values, Voting lentiflers—"Japan

The survey reviews recent research on political behavior in Japan and describes the nature and institutional setting of political science in Japan. Political science is regarded as a small academic discipline which is frequently an adjunct to her academic department within a university. Political scientists in Japan have exhibited less in-terest in political behavior than in more traditional areas of research, but this lack of interest has been offset somewhat by political survey research by nonacademic organizations. Scholars research by nonacademic organizations. Scholars who do research in comparative political behavior prefer one of two models: (1) sociological (which ascribes political behavior to socioeconomic factors), or (2) psychological (which postulates the importance of mental attitudes as major influences in political action and choice). Scholars using the sociological interpretation concentrate on basic sociopolitical concentrate on basic sociopolitical paratiens political partiens the sections. cleavages, political partisanship, value systems, and class makeup of political parties. Those preferring psychological interpretations deal most often with party identification and loyalty, political socialization, and attitudinal and community influences on voting. A section on contemporary trends in political behavior suggests that, although political attitudes still reflect Japan's unstable political history, some patterns of conver-gence between Japanese and western political culture can be noted as Japan begins to ex-perience a post-industrial emphasis on political performance instead of party labels. (Author/DB)

ED 147 241 SO 010 504 Long, Samuel
Systemic Disaffection: A Three-Factor Theory of
Political Alienation.

Spons Agency—Yale Univ., New Haven, Conn. Pub Date Sep 77

Note—36p.; Paper presented at Annual Meeting of the American Political Science Association (Washington, D.C., September 1-4, 1977)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

EJNS Price MF-50.83 HC-\$2.06 Plus Postage.
Descriptors—Behavioral Science Research, College Students, Data Analysis, Evaluation, Interaction, *Interaction Process Analysis, *Literature Reviews, Measurement, Models, Negative Attitudes, *Political Attitudes, Political Socialization, Psychological Studies, Social Attitudes, Social Influences, Social Integration, Statistical Analysis, Statistical Pata *Student* Statistical Analysis, Statistical Data, *Student Alienation, Surveys, *Theories, Values

The paper develops a theory of political alienation based upon interactions among three an-tecedent conditions. Political alienation is interpreted as combining feelings of inefficacy, discontent, cynicism, estrangement, and hopeless-ness. The factors evaluated for their contribution to political alienation are: (1) critical perceptions of sociopolitical conditions such as racial discrimination, social deprivation, economic alienation, or discrepancies between democratic theory and practice; (2) tendencies toward personal and political irrationality which are strong enough inhibit problem solving; and (3) psychological perceptions of freedom threat or loss through workings of the political system. The hypothesis is that political alienation will correlate positively that political alienation alienation data olitical irrationality which are strong enough to with these three factors. Political alienation data were examined for 264 college students and compared with scales of sociopolitical reality, irra-tional ideation, and psychological reactance. Findings indicated that although there is positive correlation among all factors, perception of sociopolitical reality is the single best predictor of political alienation among college students and an influence on both attitudes and reactions. It was concluded that many alienated individuals do not conform with the traditional image of the alienated as apathetic, ignorant, and uninvolved but rather conform more closely to the textbook definition of the "democratic man." The appendix outlines scales dealing with discrimination, alienation, elitism, personal and political attitudes, and psychological perceptions. (Author/DB)

ED 147 242 SO 010 505 Managing Interdependence: Eleventh Conference on the United Nations of the Next Decade.

Stanley Foundation, Muscatine, Iowa.

Pub Date [76]
Note—48p.; Report of the Conference on the
United Nations of the Next Decade (11th,
Charlottesville, Virginia, June 27-July 3, 1976)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Conference Reports, Decision Mak-ing. Developing Nations. *Disarmament. Developing Nations,

Economic Change, *Futures (of Society), In-ternational Education, *International Organiza-tions, *Peace, *World Problems Identifiers—*United Nations This report of the United Nations 11th con-

ference is distributed in the hope that it will stimulate study, research, and education with respect to the United Nations and its vital role in respect to the United Nations and its vital role in achieving international peace and security and a better world. In 1976, international statesmen, diplomats, and scholars assembled at Charlottesville, Virginia to explore how nations may cooperate more effectively in their relationships with one another, without undue infringement upon national independence. Particular attention was given to the questions of a new international economic order and arms limitation and disarmagent Conference participants concluded that the ment. Conference participants concluded that the United Nations needs more support from its member nations and their peoples. National governments have an obligation to bring interna-tional problems to the United Nations and to build closer ties with the United Nations into their national governmental structure. On the other hand, the United Nations must earn support by successful management of those problems for which it has been given sufficient management authority. (Author/RM)

ED 147 243

SO 010 507

Cognitive and Attitudinal Change in the Introduc-tory American Politics Course.

Pub Date Sep 77

Page presented at Annual Meeting

Note-47p.; Paper presented at Annual Meeting of the American Political Science Association (Washington, D.C., September 1-4, 1977) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postag

Descriptors—Cognitive Development, Cognitive Objectives, Comparative Analysis, *Course Evaluation, Curriculum Development, Data Analysis, Educational Improvement, Educa-tional Innovation, Educational Objectives, *Educational Research, Effective Teaching, Evaluation Criteria, Higher Education, Instruc-tional Improvement, *Knowledge Level, Politi-cal Attitudes, *Political Science, *Student Attitudes, Student Characteristics, Tables (Data), Testing, Test Items, Test Results, Undergraduate Students

This study evaluates the results of innovation in teaching methodology in an American govern-ment college course. The assumption of the study was that organizing a course into modules which required students to be tested for proficiency after each module was presented would maximize student factual knowledge gain and would result in improved attitudes toward the course. Two sections, both introductory American government courses, consisted of an experimental group and control group. The course in the experimental group was organized into eight modules. As the subject matter covered in each module was taught, each student was given a pre- and posttest which measured factual knowledge gained from the course and attitudes toward the course. At the end of the semester, each of the students was asked to complete a posttest involving all the items on all eight modules. In contrast to the experimental group, students in the control group were given the pre- and posttests, but not tested after the subject matter was covered in each module. Analysis of student characteristics data for each group indicated that students were similar with regard to class standing, grade point average, parental income, political affiliation, ac-tivities, and attitudes. Findings in the cognitive domain indicated that the modular students had a higher average test score gain than the control students. In the attitudinal domain, findings indicated that attitudinal change was characteristic of both groups and not highly correlated with teaching method. The conclusion was that the modular students performed better than the control students on the cognitive items and that, assuming equal coverse of the tories the modular suming equal coverage of the topics, the modular approach was more effective. The appendix The appendix sents the eight modular tests. (Author/DB)

ED 147 244 SO 010 508

Knoche, Claire Fulenwider
Political Ramifications of Feminism: A Quantita-tive Analysis of Participation and Alienation. Pub Date Sep 77

Note—35p.; Paper presented at Annual Meeting of the American Political Science Association (Washington, D.C., September 1-4, 1977) EDRS Price MF-50.83 HC-52.06 Plus Postage.

*Behavioral Science Statistics. *Females, Descriptors—Activism, *Behavioral Science Research, Comparative Statistics, *Females, *Feminism, Income, Measurement, *Participation, *Political Attitudes, Political Influences, Political Socialization, Sex Role, Sonuences, rottucal socialization, sex note, so-cial Change, Social Organizations, Social Status, Socioeconomic Influences, Statistical Analysis, Values, Voting, Womens Studies The analysis of 1972 data on political par-

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ticipation levels of 629 women investigates impact of feminism on the political additional behavior of its supporters, and the direction of that impact. Feminism is interpreted as a social combines a focus upon inmovement which combines a focus upon in-dividual change with political and systemic change. Major hypotheses were that feminists would: (1) express low political trust; (2) have a higher level of life satisfaction than non-feminists;

(3) be more politically efficacious than non-feminists. A three-part political participation index was constructed to statistically analyze voter turnout, traditional political participation, and community organizational activity. Variables investigated include life satisfaction, political trust, political efficacy, protest approval, perception of government responsiveness, employment and marital status, and age. Findings indicated statistically significant differences between statistically significant differences between feminists and non-feminists with all variables except political trust-which does, however, decrease in feminists as political participation increases. Most strikingly, the socioeconomic profile of feminists indicates higher educational attainment, income, social class, and employment status. The conclusion is that the impact of feminism is not a random one, and that the feminist movement encourages political participation. (Author/DB)

SO 010 511

Samuelson, Judy Fuller, Bruce Student Voters: Do They Make a Difference? California State Legislature, Sacramento. As-

Permanent Subcommittee on Postsecondary Education.; California Univ. Student Lobby, Sacramento.

Pub Date 77 Note-8p.

Available from—University of California Student Lobby, 926 J Street, Suite 522, Sacramento, California 95814 (\$2.00, paper cover) EDRS Price MF-\$0.83 HC-\$1.67 Plus Posta

Descriptors—*College Students, Elections, Higher Education, Local Issues, Political Af-filiation, *Political Attitudes, Political Issues, *Student Characteristics, Student Participation,

*Voter Registration, *Voting
The pamphlet analyzes registration and voting ehavior among college and university students. When the voting age was lowered to 18 in 1971, it enabled almost 13 million young people to vote. Over four million are students. Although voting patterns vary among and within campuses, some trends can be identified. Registration rates for students are high, but they vary depending on the type of college attended. Students more often register Democratic than Republican, and such partisan affiliation is strongly affected by whether a student lives at home or away from home. Turnout of student voters is often comparable to turnout of all voters. Black students have lower voter turnout rates but are more likely to be involved in community political activities. Generally, students support liberal candidates and issues. Instances of student influence on elections in California are cited. In the 1976 primary, Jimmy Carter had only limited student nationwide; however, he strongly carried the stu-dent vote in Ohio, Pennsylvania, Texas, and Wisconsin. Factors affecting how students vote include college selectivity, family income, age, size of campus community, partisan identifica-tion, and academic area of study. (AV)

ED 147 246 SO 010 512

A Review of the Literature of the Process of Giv-ing Warning with Discussion of Implications for

Massachusetts Univ., Amherst. School of Educa-

Pub Date 4 Apr 77 -88p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Accident Prevention, Accidents, Data Analysis, Decision Making, Decision Making Skills, Depleted Resources, Expecta-tion, *Futures (of Society), Historical Reviews,

*Literature Reviews, Natural Resources, Policy Formation, Prediction, Probability, *Problem Solving, *Productive Thinking, Risk, Social History, *Social Problems, Trend Analysis The paper presents a review of literature on

warnings of social crises and applies the literature to selected crises predicted in America's future. It is intended for use by futurists and policy makers as they devise ways to help society cope with crises. Warnings are interpreted as combining statement of a problem with proposal of a course of action to combat the problem. Three categories of crises are considered: (1) those having ries of crises are considered: (1) those having to do with shortages in basic supplies, such as food and fuel; (2) calamities and accidents; and (3) failure of society to provide basic services. The paper is presented in six chapters. Chapter I identifies variables which describe disasters, including frequency of occurrence, speed of onset, duration, and controllability. Chapter II analyzes duration, and controllability. Chapter II analyzes warnings in response to alcohol and tobacco abuse, air raids, and floods. Also reviewed are instances of warning delay by public officials out of fear of causing a panic. Chapter III suggests strategies for effective warnings, based upon research by psychologist Irving Janis. Chapter IV presents a list of 42 deductions derived from presents a list of 42 deductions cerived from recent warning literature and outlines two disaster scenarios. Chapter V forecasts crises likely to occur in America by the year 2000. The final chapter concludes that society's response to crises will improve significantly if policy makers establish a clear chain of command, agree on contine behavior, employ the media for exhemcoping behavior, employ the media for educa-tional purposes, and utilize forecasting informa-tion gathered by futurists. (Author/DB)

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Pemberton, S. Macpherson
Research Reports on Affirmative Action Programs
in Colleges and Universities: An Annotated
Bibliography.
Office of Education (DHEW), Washington, D.C.

Pub Date 6 Jun 77

Note—16p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Action, *Annotated Bibliographies, *Disadvantaged Groups, Educa-tional Discrimination, Educational Legislation, Educational Problems, Educational Legislation, Educational Problems, Educational Research, Equal Education, *Higher Education, Racial Balance, Racism, Sex Discrimination, Sociology

Balance, Racism, Sex Discrimination, Sociology This bibliography provides narrative summaries of 31 articles and books dealing with affirmative action in higher education that appeared between 1972 and 1977. The bibliography is aimed at students of the social sciences, educators, and administrators of institutions of higher education. The research reported on deals with the analysis of affirmative action programs for faculty and/or of affirmative action programs for faculty and/or students in college and university settings. Arti-cles dealing with ethnic representation and with exual balance in higher education are cited.

ED 147 248 SO 010 516 Boyer, Ernest L.

Arts in Education: The View from FOB No. 6.

Pub Date 5 Oct 77

Note—19p.; Paper presented at Annual Meeting of the International Council of Fine Arts Deans (Minneapolis, Minnesota, October 5, 1977) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Objectives, Cognitive Ob-jectives, Cultural Enrichment, Dance, Educa-tional Change, *Educational Responsibility, Educational Trends, Elementary Secondary Education, *Federal Government, *Federal Programs, *Fine Arts, *Government Role, Huities, Music, Theaters, Visual Arts

This paper expresses the need for the federal nt, specifically the U.S. Office of Education, to promote the cause of the arts in educa-tion. The Office of Education needs to declare that art is an essential part of the common core of education, particularly at this time, when there is growing skepticism concerning the effective-ness of public education. As part of the core curriculum, the arts (1) give expression to the urgings of the human spirit, validate feelings, organize perceptions, and give coherence to existence; (2) serve as powerful affective and cognitive teaching tools; and (3) serve as a self-renewing resource in a world growing increasingly bar-ren in natural resources. Plans to link education with federal agencies which have programs in the arts are outlined by Mr. Boyer, present chairman of the Federal Council on the Arts and the HuED 147 249 95 SO 010 518 The Common Thread: An Integrated Arts Activity

Utica City School District, N.Y.

Utica City School District, N.T.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date [77]
Note—147p.; Pages 11, 68-73 may not reproduce
clearly due to poor reproducibility of original

EDRS Price MF-\$0.83 HC-\$7.35 Plus Po

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
Descriptors—*Art Activities, *Art Education,
Creative Writing, Dance, Elementary Education, *Elementary School Curriculum, Home
Economics, *Inservice Teacher Education,
Methods Courses, Music Education, Reading,
Science Activities, Social Studies, Teacher
Developed Materials, *Teacher Education
Identifiers—*Project SEARCH
This arts activities book designed as a workbook

This arts activity book, designed as a workbook for training elementary teachers, was developed by teachers in the Utica Public Schools, New y teachers in the Otta Fubile Schools, very York, under the federally funded Project SEARCH. The self-contained activities can be used in pre- and in-service teacher training. Teachers are actively involved in developing any hands-on art materials. They draw, create slides with a camera, compose original works of music, arrange sounds into a composition, pretend that they are puppets, and write poems stories. Each activity is generally followed by a discussion. Topics include how to use the activity in the classroom; how to alter the activity to fit various classroom needs; what the objectives of such an activity might be; and which of the activities could be used to teach various subjects such as language arts, reading, math, social studies, creative writing, science or home economics. (Author/RM)

SO 010 523 ED 147 250

Hansen, Patricia Guenther, John

Alternatives in Scheduling Patterns: Practitioner Implementation of Minicourse Programs in Selected Midwestern High Schools. Pub Date 26 Nov 77

Note—24p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Cincinnati, Ohio, November 23-26, 1977) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors-Administrator Attitudes, Curriculum Planning, Data Analysis, Decision Making, Educational Alternatives, *Educational Needs, Educational Educational Objectives, Educational Philosophy, Research, Philosophy, Educational Research,
*Educational Trends, Flexible
Literature Reviews, Program Attitudes,
Relevance (Education), Schedule Modules,
Secondary Education, *Short Courses, *Social
Studies, *Surveys

The purposes of the document are to report on

the status of social studies minicourse programs in selected midwestern high schools and to provide information to schools regarding comminicourses as alternatives to traditional proschools determined that only 60 (23%) of the schools offered minicourses in social studies, although advantages of minicourses have been confirmed by numerous educational studies. The document cites studies and articles which suggest that social studies is particularly adaptable to the minicourse approach due to the variety of cogni-tive and behavioral objectives generated by social studies emphases on citizenship development, in-terdisciplinary studies, global education, skill development, and social science education. As a follow-up to the 1976 survey, questionnaires were sent to schools which indicated they did not offer minicourses. The 141 responses identified major objections to minicourse programs. Objections in-cluded a preference for traditional academic programs, negative community attitudes, absence of perceived need, declining popularity, and espe-cially, difficulties in implementing and managing the programs. Eight conclusions are offered, in-cluding minicourses have not substantially increased over the last five years in spite of per-ceived benefits. Although "Back-to-Basics" and general educational philosophical concerns mitigate somewhat against minicourses, these concerns were not perceived as important as pro-grammatic obstacles. Tables of data and a definition of terms utilized in the analysis are presented. (Author/DB)

ED 147 251 SO 010 524

Fairfax, Sally K. Public Involveme nt and the National Environn tal Policy Act of 1969. Pub Date Sep 77

ote—27p.; Paper presented at Annual Meeting of the American Political Science Association (Washington, D.C., September 1-4, 1977) EDRS Price MF-\$0.83 HC-\$2.06 Plus Postag

Descriptors—Bureaucracy, Case Studies, *Citizen Participation, Citizenship Responsibility, Community Action, Decision Making, Democratic munity Action, Decision Making, Democratic Values, *Environment, Environmental Educa-tion, Environmental Influences, Evaluation, Evaluation Needs, *Interaction, Legislation, Participant Satisfaction, Policy Formation, Political Power, Political Science, Power Struc-ture, *Public Policy, *Social Action Identifiers—*National Environmental Policy Act

National Environmental Policy (NEPA) is based largely on assumptions about bureaucratic ineptitude as the cause of environmental degradation and citizen involvement as the cure. These assumptions and the procedural requirements of the NEPA process have severly undercut the limited contributions which citizen involvement can make to executive agency planning and decision making. Public involve-ment is highly problematic. Although there are areas in which public involvement can make significant, positive contributions to public policy formation (in educating agency personnel, edu-cating the public, and in increasing communication between the governor and the governed), a review of public participation in NEPA reveals over-emphasis on largely irrelevant procedural matters and a lack of concern with substantive goals. Several reasons are offered for this negative impact of NEPA on public involvement, tive impact of NEPA on public involvement, in-cluding: (1) involvement programs are restricted to a largely specious planning schedule; (2) NEPA ties public involvement to acceptance on negation of a specific project or decision; (3) over-use of court litigation gives public involve-ment programs an adversarial tone; (4) preference for a hearing/workshop format at the local level has precluded other modes of commu-nication. The concent of public involvement as nication. The concept of public involvement as elaborated under NEPA in the environmental movement is not unique, but rather generally il-lustrative of uncritical endorsement of citizen involvement. The conclusion is that citizen involvement is not a panacea and must be reevaluated. (Author/DB)

ED 147 252 SO 010 547 ED 147 252

SO 010 547
Virginians: A Bibliography of Materials about
Virginia and by Virginians in the Educational
Media Examination Center [And] Supplement.
Virginia State Dept. of Education, Richmond.
Div. of School Libraries and Textbooks.

Pub Date 76

Available from-School Libraries and Textbooks Service, Virginia Department of Education, Box 6Q, Richmond, Virginia 23216 (free) EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.

Descriptors. *Bibliographies, Biographies, Content Reading, Educational Practice, Educational Resources, Elementary Secondary Education, Fiction, Higher Education, Laws, Local History, Novels, Political Issues, *Reading Materials, Social History, Sociology, *State History, United States History Identifiers. *Virgings.*

Identifiers—*Virginia

The bibliographies identify over 1,000 titles of
documents about the state of Virginia which are
contained in the Educational Media Examination contained in the Educational Media Examination Center of the Virginia Department of Education. Documents are classified by the Dewey decimal system. Subject areas represented include religion, sociology, political science, law, education, commerce, medicine, agriculture, fine arts, United States history (categorized by period), state history, and city and county history. Some citations for fiction are included. The documents include recently published overviews of public school development in the state nowek shout life. school development in the state, novels about life in the state during various periods of its history, collections of folklore and museum holdings, analyses of political decisions made on govern-mental levels, and biographies of famous Virgini-ans. For each entry, information is given on author, title, publisher, and publication date.

ED 147 253 SO 010 549 Women and Work in U. S. History: An Annotated Selected Bibliography. Business and Professional Women's Foundation,

Washington, D.C.

Pub Date

Note—32p.

Available from—Sales/Order, Business and Professional Women's Foundation, 2012 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$1.00, paper cover)

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS. Descriptors—*Annotated Bibliographies, Bibliographies, Employment, Employment Opportunities, Employment Practices, *Employment Problems, *Females, Feminism, Higher Education, Sex Differences, Sex Dis-crimination, *United States History, *Working

One-hundred five citations are presented in this selected annotated bibliography about the interchange between American women and the American economy. Readings were selected to dispute the presumptions that women's natural place is in the home and that women were not integral parts of the growth of America and its history. Instead, research shows that women were and are still an integral part of the employment scene. The materials cited in the bibliography are arranged into four categories. The first category arranged into four categories. The first category cites research in the methods and theory of women's history and theoretical frameworks developed about women's work experience. The next two sections, Earlier Scholarship and Contemporary Scholarship, contain general works with pertinent sections and studies dealing specifically with aspects of women's work, including the exploration of the sexual division of labor, labor shortsees and women's role in labor. labor shortages, and women's role in labor unionization. Included in the citations are the experiences of Jewish, Black, American Indian, and immigrant women. The final section contains guides to further resources. Although a few of the books were written in the 1910s or 1930s, most were published in the 1970s. Arranged alphabetically by author, the citations contain complete bibliographic information, including author, title, place of publication, date, and a short annotation author index completes the document. (Author/JR)

SO 010 551

Jelinek, James John, Ed.

Jelinek, James John, Ed.
Philosophy of Education in Cultural Perspective.
Essays Commemorating the Twenty-Fifth Anniversary Celebration of the Far Western
Philosophy of Education Society. Far Western Philosophy of Education Society.

Pub Date 77

Note-555p.; Pages 17 and 18 of the original document are copyrighted and therefore not available. They are not included in the pagina-

Available from—Far Western Philosophy of Edu-cation Society, c/o Dr. James John Jelinek, Room 412, Hiram Bradford Farmer Education Building, College of Education, Arizona State University, Tempe, Arizona 85281 (\$15.00,

paper cover)
EDRS Price MF-\$1.00 Plus Postage. HC Not DRS Price MF-51.00

Available from EDRS.

Creativity. *Cultural Awareness.

Descriptors—Creativity, *Cultural Awareness, Democratic Values, Educational Change, Educational Legislation, *Educational Philosophy, Elementary Secondary Education, Essays, Existentialism, Higher Education, Humanistic Education, Learning, Moral Values, Performance Based Education, Relevance (Education), Supervision, Teacher Education, Values Values

The manuscript contains 48 essays commemorating the 25th anniversary of the Far Western Philosophy of Education Society. Topics western Principles of the Council of the Council of Values; philosophy and teacher education; humanistic education; existentialism and education; the nature of man; and the educational philosophies of Abraham J. Heschel, Celestin Freinet, John Dewey, Friedrich Nietzsche, Merleau-Ponty, and John Elof Boodin. Additional papers explore such areas as competency-based education, philosophy of the contemporary counter-culture and education, educational innovation, the setting school and community goals, educational islation, and instructional supervision. Two appendices list current officers of the Society and

the history of previous annual meetings and officers. (JK)

Nyheim, Charlotte, Comp. Smith-Hansgen,

Sharon, Comp.
onsumer Resource Guide: A Selected Bibliography.
California State Dept. of Consumer Affairs, Sacramento. Pub Date 77

Note-64p.

Available from—Publications Section, State of California, P.O. Box 1015, North Highlands, California 95660 (\$1.50, paper cover) EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS. Available from EDIS.

Descriptors—Adult Education, Audiovisual Aids,

*Bibliographies, *Consumer Education,

*Educational Resources, Elementary Secondary

Education, *Instructional Materials, Money

Management
The selective bibliography contains over 1,000 citations of books, pamphlets, audiovisual materials, and teaching resources related to consumer education. It is designed not only for educators but also for individual consumers and members of but also for individual consumers and members of the consumers are arranged. but also for individual consumers and members of consumer organizations. Contents are arranged by subject matter under ten general topics: con-sumer and the economy, consumer and the en-vironment, consumer behavior/advertising, con-sumer classics, consumer education, consumer goods and services, consumer protection, money management, periodicals, other bibliographies, and catalogs. Almost all entries have been published since 1970, but the consumer classics section contains older material depicting the history of the consumer movement and relating to past economic situations. These include Upton Sinclair's "The Jungle" (1906) and Rachael Car-son's "Silent Spring" (1962). The consumer edu-cation section contains an extensive list of materials for use at all age levels, reflecting the belief age and continue as an ongoing process. Entries are not annotated, but they have been chosen selectively. Information is given about author, publication date, length, price or rental fee, and publisher. (Author/AV) that consumer education should begin at an early

ED 147 256 SO 010 558

Wolfe, Mary Ann
The Future of Working Women in the United

States. Women's Bureau (DOL), Washington, D.C. Pub Date 3 Sep 77

EDRS Price MF-\$0.83 HC-\$1.67 Plus Posta

Descriptors—Adult Education, Changing At-titudes, Employment, *Equal Opportunities (Jobs), Females, *Futures (of Society), *Labor Force, *Social Change, *Working Women

In light of changing statistics about women in the labor force since 1960, the author discusses the labor force since 1960, the author discusses possible trends related to working women in the future. In 1962 the labor force participation rate of all U. S. women was 36% and of mothers, 34%. By 1975 these rates increased to 43% and 47% respectively. Unfortunately, women still seem to be taking low-paid jobs in traditionally female-oriented fields. The author hopes that fur ture trends will show a much wider distribution of working women throughout the labor force. This will involve making fundamental changes in the way counselors, parents, and employers regard way counselors, parents, and employers regard career possibilities for young women. Also, women who do work at home should be recogwomen who do work at nome should be teeper nized for their economic contribution to the fami-ly's income, including a guaranteed fair share of Social Security and other benefits which normally come only with the husband's pay check. In addi-tion, there should be more creative day care arrangements; training and certification for household workers; training and counseling for women criminal offenders; and work opportuni-ties with support systems for welfare mothers. (AV)

ED 147 257 SO 010 560

Catterall, Calvin D., Ed.

Psychology in the Schools in International Perspective, Vol. 2.

Pub Date 77

Notes 252 52

Note-253p.; For a related document, see SO

Available from—International School Psychology, 92 South Dawson Avenue, Columbus, Ohio 43209 (\$7.50 paperbound)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS. Descriptors—Child Rearing, *Comparative Edu-cation, Developed Nations, Developing Na-tions, *Educational Counseling, Educational Environment, Educational Needs, *Educational Practice, *Educational Psychology, Educational Trends, Elementary Secondary Education, Foreign Countries, *Global Approach, Guidance, Intercommunication, Problem Solving, Program Descriptions, *Psychology, Social Influences, Special Education, Teacher Educa-

Intuences, special constants, to the respective from Therapy Identifiers—Belgium, Czechoslovakia, Egypt, India, Ireland, Israel, Mexico, Panama, Puerto Rico, South Africa, Switzerland, Turkey, United States, West Germany

United States, West Germany
The document is second in a series which examines actual and potential contributions of
psychology toward solving problems of the
world's schools. Written by school psychologists
from 15 countries, this volume describes ways in
which psychology is applied in the author's
country, traces the background of school
suchdoclaries, senies, senies, the training of which psychology is applied in the author's country, traces the background of school psychological services, reviews the training of psychological personnel, and predicts future needs in school psychology. The document discusses improvements since 1975 in communication among school psychologists from around the world. Information is presented on school psychology in Ireland, Belgium, Western Germany, Switzerland, Turkey, Iran, Israel, Egypt, South Africa, India, the United States, Mexico, Puerto Rico, Panama, and Czechoslovakia. Topics discussed include: the relationship of educaruerto Rico, Panama, and Czecnosiovakia. 10p-ics discussed include: the relationship of educa-tional guidance to special education, vocational training, and in-service teacher education; the ap-plication of psychological principles in socialist schools; promotion of school psychology services by psychologists in developing nations; and finanby psychologists in developing nations; and finan-cial resources for school resolutions. cial resources for school psychology services. Notes on contributors and charts summarizing school psychology information by country are in-cluded. (Author/DB)

SP

ED 147 258 McKillip, William D.

CBTE in Elementary Mathematics Methodology.

SP 011 394

Pub Date Sep 75 Note-25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Cognitive Objectives, *Educational
Accountability, Elementary Education, Internship Programs, Learning Processes, Learning
Theories, *Mathematics, *Methods Courses,
*Performance Based Teacher Education, Performance Factors, Problem Solving, Teacher
Behavior, Teaching Methods, *Teaching
Techniques Techniques

This document explores some aspects of Competency Based Teacher Education (CBTE) in the area of elementary mathematics teaching methods. The essential and distinguishing features methods. The essential and thangus methods of CBTE are examined. The following topics are discussed in detail: (1) how competencies may be identified; (2) the effects of a competency orientation on methods courses; (3) student teaching (4) research. auton on methods courses; (3) student teaching and internship experiences; and (4) research trends related to CBTE. In conclusion, the development of a competency is described. The author summarizes the advantages to viewing teacher preparation from the competency orien-tation. (JD)

ED 147 259 SP 011 412

Deakins, Karen And Others
The School Based Supervision Team: An Alterna-

Pub Date 77

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

*Cooperate Cooperate C Descriptors—Cocounseling, *Coop Teachers, Educational Programs, *Fie

perience Programs, Interinstitutional Coopera-tion, *Preservice Education, *Student Teaching, *Supervisory Methods, Teacher Education, Teacher Evaluation

Identifiers-*Team Management

This document describes the organization and function of a school based supervision team and its role in teacher education. The teachers that comprise the team are working staff members in a secondary school. They maintain their teaching responsibilities while taking the responsibility as coordinators of the total on-site preservice pro-gram at their school. The primary responsibility of preservice supervisory personnel is to coor-dinate the expectations of the college of educa-tion with which they are working and the de-mands at the cooperating public school to best maximize the learning experience for student teachers. The initial function of the supervision teachers. The initial function of the supervision team is to orient student teachers to the physical realities of the school in which they will be working. Additionally, the team introduces the student teachers to their cooperating teachers in the school. Thereafter, the means of continuing orientation is through seminars. Planning and implementation of these seminars is an important function of the school teach team. Executive function of the school-based team. Formally, each team member supervises two student teachers, offering support as well as advice. One function of the team member is that of evaluator of the student's performance. To the university supervisors who would ordinarily perform these tasks, the team is college supervision extended to the school setting. The team's supervision does not preclude separate observations by university supervisors and/or their aides. (JD)

95 ED 147 260 SP 011 796 And Others

Baum, Michael Sex and Grade Level of Student sa Context Varia-bles in Elementary School Teaching, Report No. 76-12.

Texas Univ., Austin. Research and Development Center for Teacher Education. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 76 Contract—NIE-C-74-0089; OEC-6-10-108

Note—35p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors— *Age Differences, *Elementary Education, Interaction Process Analysis, *Sex Differences, *Student Characteristics, *Student Teacher Relationship, *Teacher Respons

Low-inference classroom observational data were collected on 362 children in four elementawere consected on 302 candlers in our elements or schools (grades two to five) who had been consistently ranked by two successive teachers over a two-year period. Teachers ranked students on one or more of thirteen bipolar scales assessing personality characteristics and teacher exns. Two-way analyses of variance were employed using grade and sex as classifying varia-oles. Results indicated that although teachers nerally responded similarly to both sexes, subgenerally responded similarly to do differential the differences emerged in terms of differential patterns of teacher-student interaction, especially patterns of teacher-student interaction, especially patterns of teacher-student interaction, especially patterns of teacher-student interaction. patterns of teacher-student interaction, especially in response opportunity styles, private work contracts, differential acceptance of child-initiated, nonacademic requests, and both the teachers' and the deadic innonacademic requests, and both the teachers and the students' affective responses to the dyadic in-teractions. Differences among grades indicated a shift from a private to a public focus, with more interactions being work centered. These dif-ferences were discussed in terms of maturation and increased socialization of the students to cher expectations. (Author)

ED 147 261 SP 011 797

Hall, Gene E. Loucks, Susan F.

The Present State of the Scene, in Texas Teacher
Centers, with Special Attention to the Effects of
the School-Based Teacher Educator Project.
Texas Univ., Austin. Research and Development
Center for Teacher Education.

Pub Date 77
Note—40p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—College School Cooperation, Educational Assessment, Educational Research, *Formative Evaluation, Information Dissemination, *Information Networks, Inservice Teacher Education, *Interinstitutional Cooperation, Professional Continuing Education, *Statistical Surveys, *Teacher Centers, Teacher Education Identifiers—*School Based Teacher Educators, Texas

This document is a report on the activity of Texas Teacher Centers over a two-year period. The two-year study that this report is part of had The two-year study that this report is part of had as its focus assessing the activity of the teacher centers and the degree of awareness and use of concepts and products developed by the School-Based Teacher Educator Project. The stated goals of this project include developing a set of competency specifications for school-based teacher educators, training and recognizing experienced teachers for this role, and, in the process, encouraging cooperation among Texas teacher centers. Three questionnaires were sent to the centers over this period of time, and this report presents the results of the third questionnaire. Two basic questions, with several subquestions, were asked: (1) What is the present state of the scene in Texas Teacher Centers? and (2) What is the extent of dissemination of School Based Teacher Educator concepts and products twenty months after initiation of the Project? Replies to the questionnaire are tabulated and evaluated. A sample of the questionnaire is appended. (JD) sample of the questionnaire is appended. (JD)

ED 147 262 SP 011 803

SP 011 803
Gartner, Alan Riessman, Frank
How to Individualize Learning, Fastback 100.
Phi Delta Kappa Educational Foundation,
Bloomington, Ind.
Pub Date 77

Pub Date //
Note—30p.
Available from—Phi Delta Kappa, 8th and Union,
Box 789, Bloominoton, Indiana 47401 (\$0.75)
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Behavior Patterns, *Cognitive Style,

Conceptual Tempo, *Cross Age Teaching, *Curriculum Design, Diagnostic Teaching, Humanistic Education, Individual Characteristics, *Individualized Instruction, Peer Teaching, Per-sonality Assessment, *Study Habits, Teaching

Styles

This article addresses the problem of achieving a successful program of individualized learning. Two major points are raised. First, the teacher should realize the importance of diagnosing and understanding the different learning style of each pupil. Some children learn more readily by reading, others by hearing. Some learn faster when they can be physically involved in the process. Some children like to work for long periods on one topic without a break; others shift back and forth from one subject to another. Study habits differ in children, and these, too, should be considered by the teacher. Second, the value of learning by teaching is emphasized as a tool that learning by teaching is emphasized as a tool that searming by teaching is emphasized as a tool that should be used more extensively. Cross age teaching reinforces what has been learned by the student who is helping a peer. The desirability of the teacher putting himself or herself into a co-learning position with pupils is also discussed.

ED 147 263 SP 011 817

Baker, Frederick J.

Teacher Corps Goes International: The Microne-sia/Ponape Experience. Pub Date [75]

ala/fonspe Experience.
Pub Date [75]
Note—7p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Federal Programs, "Geographic Regions, "Inservice Teacher Education, "Program Content, "Program Descriptions Identifiers—"Micronesia, Pacific Trust Territory (Ponape), "Teacher Corps
This document describes the East Caroline Islands lying in the Ponape District and the development of a Teacher Corps inservice program to aid public school teachers in professional development. Program objectives were to: (1) upgrade basic and professional skills of Micronesian interns; (2) implement a University Without Walls baccalaureate program in the Trust Territory for Micronesians; (3) demonstrate a model for teacher training which could be implemented in other parts of Micronesia; (4) utilize and support the teacher education programs at the Community College of Micronesia; and (5) develop culturally relevant teacher training curriculum materials. The project also sought to combine three elements into its degree process: academic, inservice, and community The program dealt with instruction in Generic Teaching Skills, Interactional Analysis, English Improvement, Mathematics Improvement, Social Studies Methods, Lesson Planning, Evaluation, and Community Education. This instruction, in conjunction with course work at the Community College of Micronesia, previous course work at other coleges, and documentation of previous work and life experiences, comprise the total degree plan of each intern. Upon completion the intern receives a Bachelor of Science Degree with special emphasis on teacher training. (MJB)

ED 147 264

SP 011 823

Dorethy, Rex E.
Prophecy as a Perceptual Affector.
Pub Date [72]

Note—20p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Students, *Expectation, *Perception Tests, *Performance Factors, *Teacher Attitudes, *Visual Perception Evidence presented by psychologists has indicated that perceptual development results in part from learned experience and may be modified to varying degrees by social pressure. Since vision is a primary source of perceptual information for art education, this study sought to determine the effects of prophecy, or expectation, on perceptual response utilizing a sampling of 117 college students. Three experimental groups received contrasting types of prophecy predictions. A fourth group served as a control. Prophecy exposure displaying interest/disinterest and authoritative prediction yielded significant performance differences as measured by perceptual differentiation tasks. The results seem to indicate that teacher attitude and expectation may be an important factor in classroom performances where perceptual factors are present. The overthebavior exhibited by teachers in influencing art be an important factor in classroom performances where perceptual factors are present. The overt behavior exhibited by teachers in influencing art production and self-expectation of students ap-pears to be a contributing factor in visual response. (Author)

ED 147 265 SP 011 824

Dorethy, Rex E.

Motion Information Effects on Children's Perception in Art. Pub Date [71]

Note-31p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Pos escriptors—Art Education, "Elementary School Students, "Films, Grade 1, Learning Processes, "Motion, "Observational Learning,

*Motion, *Observational
*Performance Factors, *Visual Perception
Since vision is the main source of perceptual information, this study attempted to assess the effect of motion information on the ability of fect of motion information on the ability of ninety-two, first-grade children to analyze and de-pict spatial relationships. Three groups of chil-dren received either motion picture or stationary visual training to compare motion effects with methods more typical of the art classroom. A fourth group served as a control. Motion informa-tion yielded significantly superior results on both ability to analyze and denict succe relationships ability to analyze and depict space relationships as measured by perceptual differentiation tests and drawing tasks. According to some research studies motion is a primary source of visual infor-mation about the environment. In this study, immation about the environment. In this study, im-proved visual perception may have resulted from analysis of objects depicted in motion situations, probably due to enhanced opportunities for ex-amining spatial relationshios. Since visual percep-tion is a desired goal of the elementary curricu-lum in art and other areas, classroom teachers should give close attention to the possibilities of presenting visual stimuli in a moving context. (Author/MJB)

ED 147 266 SP 011 827 Dorethy, Rex E.
Art Education and Perceptual Theory: A Critical

Pub Date Nov 75

Pub Date Nov 75
Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Art Education, *Critical Thinking,
Developmental Psychology, Haptic Perception,
Learning Processes, *Learning Theories,
*Literature Reviews, *Perceptual Development, *Research Needs

ment, *Research Needs
Identifiers—*Perceptual Psychology
This document briefly critiques some of the
basic theories upon which art education studies
are often based, summarizes the research
generalizations that may be made at this time,
and reviews pertinent experiments that hold
promise for future research. The Haptic-Visual
Theory of Perceptual Development (Lowenfeld,
1957), the Differentiation Theory of Perceptual
Development (Arnheim, 1964), the PerceptionDelineation Theory (McFee, 1970), and Gibson's
perceptual psychology viewpoint of perceptual
learning and development (1969) are examined
to determine whether (1) they point out what is learning and evectorine in the point out what is learned and (2) they elaborate the principles for learning, it is concluded that the more useable theoretical constructs are found in the field of theoretical constructs are found in the field of perceptual psychology, and, in addition, that three general criticisms of perceptual development theory can be made: (1) the existence oprior capabilities is slighted or ignored in most of these theoretical descriptions; (2) the assessment of primary capabilities that may play a sequential role in subsequent learning is largely ignored; and

(3) the presence of a performance does not make it possible to conclude that learning has occurred; for this a change in performance is necessary.

Learning variables relevant for experimental study are identified as: (1) assessment of what scapabilities play a part in determining subsequent learning; (2) evaluation of the initial capabilities of the learner; and (3) determining the stimulus conditions for learning existing outside the learner. (MJB)

ED 147 267 SP 011 832

Damron, C. Frazier Accident Surveillance Systems for Sports. Sports Safety Series, Monograph No. 2. American Alliance for Health, Physical Educa-

tion, and Recreation, Washington, D.C. American School and Community Safety Associa-

Pub Date 77 Note-72p.; Some parts of the document may be

marginally legible due to small type vailable from—American Alliance for Health, Physical Education, and Recreation, 1201 Six-teenth St., N.W., Washington, D.C. 20036 (\$2.75)

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Athletics, Data Bases, *Data Collection, *Information Needs, *Injuries,

lection, *Information Needs, *Injuries,
*Systems Development
This monograph discusses the concept of an effective sports accident data system, various
systems in existence at the state and national evels, and basic considerations for the develo ment of such data systems in sports. The docu-ment is divided into six chapters providing a framework for investigating the "state of the art" of accident data systems. Chapter One, the inof accident data systems. Chapter One, the in-troduction, presents a broad outline for the development of an effective reporting system, and the need for initiating this process. Chapter Two discusses national general data systems that in-clude information on sports accidents, and Chapter Three investigates similar systems exist-ing at the state level. Chapter Four surveys selected accident data systems specifically dealing with sports, including the National Athletic Injury Reporting System, annual surveys of football inju-ries, accident data available through statewide insurance benefit plans, and examples of special-ized accident data studies for selected sports. Chapter Five examines basic considerations for developing accident data systems in sports including the following processes: organization, reporting, investigation, data summarization, and data analysis. Chapter six summarizes the value to be gained from instituting an effective accident data system. A bibliography of ninety-nine citations is appended. (MJB)

SP 011 833

Borozne, Joseph, Ed. And Others
Safety in Team Sports. Sports Safety Series,
Monograph No. 3.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. American School and Community Safety Associa-

Pub Date 77

Pub Date 77
Note—64p.; Some parts of document may be marginally legible due to small type
Available from—American Alliance for Health, Physical Education and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.75)

(\$2.73) Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Accident Prevention, *Athletics, Baseball, Basketball, Field Hockey, Football,

nipures, Lacrosse, Soccer, Softball
lentifiers—Flag Football, Ice Hockey, *Team
Sports, Touch Football
This monograph examines methods of promot-

ing safe practices in the conduct of selected team ing safe practices in the conduct of selected teams sports with the aim of reducing and eliminating the occurrance of injuries. The team sports discussed are baseball and softball, basketball, field hockey, tackle football, touch and flag football, ice hockey, lacrosse, and soccer. (MJB)

ED 147 269

Thomas, Jerry R., Ed.

Youth Sports Guide for Coaches and Parents.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Sport and Physical Education Pub Date 77

Note-141p. Available from-AAHPER Publications, 1201 16th Street, N.W., Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not

DRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
escriptors—*Athletic Coaches, *Athletics, Human Body, Individual Development, Physical Activities, Physical Characteristics, Physical Education, Recreation, Skill Development, *Sportsmanship, *Teamwork, Youth This guidebook is written for coaches and coaches for the property of the proper

rents of young athletes. In six chapters the following subjects are discussed: (1) coaching roles and relationships; (2) characteristics of the young athlete; (3) teaching skills to kids; (4) shaping up for competition; (5) getting them up, not uptight; (6) management of a team; (7) winning in't everything nor is it the only thing. Appended are and program self-inventory and a bibliography. (JD)

ED 147 270 SP 011 837

Bernstein, Judith W.
Controversy in the Community: Sex Education and the Law.

Pub Date 77 Note-26p.; Master's Thesis, Beaver College EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

JUNN PTICE MF-\$0.83 HC-\$2.06 Plus Postage.
escriptors—Curriculum Design, Educational
Legislation, Educational Responsibility, Family
Influence, "Moral Values, "Parent Attitudes,
Parent School Relationship, School Community
Relationship, "School Responsibility, "Sex
Education, Social Change, Social Responsibility, Social Values, "State Boards of Education,
"State Legislation
This document briefly traces the history of a

This document briefly traces the history of sex education in the United States and the problems and disagreements that it has crea recourse of parents objecting to sex education in the schools has generally been at the community level, taking the form of electing to the school boards those candidates who reflect their views. In some cases, objecting parents have resorted to bringing formal charges against the schools in court. Several cases of this sort are cited in this paper, indicating that for the most part these cases are unsuccessful. Some alternatives to accepting public school sex education courses are discussed. (JD)

ED 147 271

Morrison, Ray Leon
An Annotated Bibliography of Track and Field
Books Published in the United States Between 1960-1974.

Pub Date Jun 75

Note-115p.; Master's Thesis, San Jose State University
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Annotated Bibliographies,
*Athletes, *Athletics, Bibliographic Citations,
*Lifetime Sports, Physical Education, Running, *Track and Field

This book is a comprehensive annotated bibliography of every track and field book published in the United States from 1960 to published in the United States from 1200 to 174 Running events, field events, general read-ing, biographies, records and statistics are in-cluded. Each entry is fully annotated. Major track and field publishers are listed as well as track and field periodicals. (JD)

ED 147 272 SP 011 843

Beckner, Weldon E.
Future-Centered Teacher Preparation: Putting Theory Into Practice.
Pub Date 77

Note—16p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Administrative Change, *Change escriptors—Administrative Change, *Change Agents, *Change Strategies, *Educational Change, Educational Development, Educational Innovation, *Educational Planning, Effective Teaching, Futures (of Society), Social Change, *Teacher Education, *Teach

In this document the implications of rapid social change and the need for educators to prepare teachers and administrators for future educational innovation are discussed. Suggestions for change in schools of higher education are made in the following areas: (1) Anticipating problems. Educational change will inevitably be faced with criticism, and it is important that problems be anticipated so far as it is possible and preventive or remedial actions planned in advance. Major

problems are most likely to be of six types: re-sistant individuals and groups, resource alloca-tion, role expectations, availability of instruc-tional materials, and provision of field-based extional materials, and provision of field-based experiences. (2) Change Strategy. To be prepared
for change, a strategy must be developed. Five
points are made on this subject: (a) Identify basic
assumptions and objectives, obtaining participation of all those who may be involved in developing and implementing the program. (b) Developspecific objectives to form the basis for program
development. (c) Develop implementation
procedures, including specific components of the
system and group and individual functions. (d)
Install the system, providing faculty time, encouragement, and incentive. (e) Provide for feedback regarding operation of the system, evaluate,
and revise. (3) Organizational structure. The
prime organizational ingredient is support from
the highest administrative levels of the college
and university and from the dean and/or departand university and from the dean and/or depart-ment head. The change effort should be seen as central to the total teacher education effort. The suggestions in this article are made to help future-centered teacher education to apply sound management techniques to program improvement efforts. (JD)

ED 147 273 SP 011 850

Brophy, Jere E. lent as the Unit of Analysis. Research Re-

cons Agency—National Inst. of Education (DHEW), Washington, D.C. Pub Date 75

Contract-OEC-6-10-108

Note—18p.; Paper presented at the Annual Meeting, American Educational Research Association (Washington, D.C., 1975)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement,
*Classroom Research, Educational Research, *Classroom Kesearch, Educational Research, Effective Teaching, *Elementary School Students, Elementary Secondary Education, *Individual Differences, *Interaction Process Analysis, *Secondary School Students It is argued that research on the nature of

classroom interaction and on the relationships between such interaction and student outcome measures must use the student rather than the class mean as the basic unit of analysis. This is due to a number of factors: (a) students in the same classroom, no matter how homogeneous, show great individual differences in their personal characteristics and in the kinds of interactions that they have with the teacher; (b) most teacher behavior directed at students is directed at in-dividuals rather than at the whole class, and student individual differences affect such teacher behavior; (c) even teacher behavior directed at the whole class interacts with student individual differences to determine outcomes. Examples of each of these general effects are discussed. (Author/MJB)

ED 147 274 95 SP 011 851

Coulter, Cynthia L. Training Observers for Naturalistic Observational Research. Report No. 76-9. Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Pub Date Jun 76

Contract-NIE-C-74-0089; OEC-6-10-108

Note—24p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Po

Descriptors—*Classroom Observation Techniques, *Data Collection, Data Processing

Occupations, Educational Research, *Project Training Methods, *Training Techniques Procedures are presented for training class-room observers to collect data in naturalistic research projects. Training methods are directed toward the collection of highly reliable observational data. Pre-classroom training prepares observers for data collection by working with the coding manual, video-tapes, and written di-alogues, and through group discussions with the trainer. A list of practical guidelines for coders to trainer. A list of practical guidelin, to coders to follow while collecting data helps to minimize observer effects, maintain good relations with school personnel, and insure high quality data. Techniques for training in the classroom are described, in addition to ways of dealing with difficulties that may active in with a the characteristic of the control of the ficulties that may arise in using the observational system. A discussion of inter-coder reliability describes methods of obtaining reliability estimates and also analyzes the problems that may arise when attempting to establish a high degree of reliability among coders. The training procedures presented in this report can be used in either small- or large-scale research projects and are appropriate for training observers to use both low- and high-inference observational systems. (Author) systems. (Author)

ED 147 275 SP 011 853

Crawford, W. John And Others
Error Rates and Question Difficulty Related to
Elementary Children's Learning, Report No. 75-8.

75-8.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 75

Contract-OEC-6-10-108

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975); For related documents, see SP011 799, 852, and

EDRS Price MF-\$0.83 HC-\$1.67 Plus Posta Descriptors—Academic Achieve

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Academic

"Complexity Level, "Effective Teaching.
"Elementary Education, "Learning Processes,
Performance Factors, "Questioning Techniques, "Socioeconomic Influences
Elementary school teachers chosen for their effectiveness in consistently producing achievement gains in their pupils were observed to determine how difficult a teacher's questions should be for students to learn the maximum amount of material. The collected data, correlated with residualized student achievement gain scores (averaged over four years), produced a pattern of different optimal error rates and different optimal question difficulty levels for high socioeconomic status as opposed to low socioeconomic status as opposed to low socioeconomic status schools. These data are presented and their implications for teaching strategies discussed. (Author/MJB)

ED 147 276 SP 011 856

ED 147 276

Calkins, Dick S. And 05

Children, Dick S. And 00thers

Relationships Between Pupil Achievement and

Characteristics of Observed Teacher Behavior
Distributions. Research Report No. 6.

Texas Univ., Austin. Research and Development

Center for Teacher Education.

Spons Agency—National Inst. of Education
(DHEW), Washington, D.C.

Pub Date 6 Jun 76

Contract—NIE-C-74-0088

Note—122e.

Note—122p. EDRS Price MF-\$0.83 HC-\$6.01 Plus Posta Descriptors—"90.53 HC-\$6.01 Plus Postage.
Descriptors—"Academic Achievement, Educational Research, Effective Teaching, Elementary Education, "Elementary School Students, Learning Processes, "Statistical Analysis, Statistical Studies, "Teacher Behavior, Teacher Influence."

This study attempts to discover relationships between teacher classroom behaviors and pupil achievement. Observers rated thirty-two fifth-level teachers on the Global Rating Scales (GRS) d the Teacher Practices Observation Record and the Teacher Practices Observation Record (TPOR). The data were analyzed using a linear model in which classroom mean posttest math score was the criterion and predictors were pretest classroom mean math score, a teacher behavior score (mean), the teacher behavior score squared, the variance of the teacher behavior variable, and the variance of the teacher behavior variable squared. Results indicated that only a very small number of the teacher observation variables accounted for a significant amount of variance in math achievement, probably within tion variables accounted for a significant amount of variance in math achievement, probably within the boundaries of what is expected on the basis of chance. The lack of positive results can conceivably be due to one of five reasons: (1) teacher behavior is not related to pupil achievement; (2) the scaling method or (3) type of analysis is not sufficient for discovering such behavior relationships; (4) some teacher behaviors are related, but none were sampled in the investigation: lated, but none were sampled in the investigation; or (5) the relationship is of a form in which publi characteristics interact with teacher behaviors.
Retrospectively, it was not surprising that the use of variance as a predictor of achievement produced fewer statistically significant results than the mean even though it was reasonable to expect that all were due to chance, because the sampling distribution of variance is not normally distributed. In addition, the scaling procedure utilized in this investigation for obtaining teacher

means for the TPOR instrument was probably not conducive to the discovery of relationships between these variables and pupil achievement. The development of alternative scaling techniques that would produce normally dis-tributed values for infrequently observed behaviors inherent in the TPOR and similar low inference instruments appears to be quite imporinference instruments appears to be quite impor-tant when these variables are to be utilized in

ED 147 277 95 SP 011 85'
Evertson, Carolyn M. And Others
Texas Teacher Effectiveness Project: An Investigation of Selected Presage-Process Relationships
Report No. 75-16.
Texas Univ., Austin Process Relationships SP 011 857

Texas Univ., Austin. Research and Development Center for Teacher Education. Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Pub Date 75 Contract—NIE-C-74-0089; OEC-6-10-108

Note—79p. EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

EURS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—*Academic Achievement,
*Effective Teaching, *Elementary Education,
Observation, *Self Evaluation, *Success Factors, *Teacher Behavior, Teacher Evaluation
Self reports of classroom behavior given by
second- and third-grade teachers in questionnaires are compared to process measures of the
same behaviors collected by classroom observers
visiting in these teachers' classrooms. The comparisons reveal a generalized pattern of poor acvisiting in these teachers' classrooms. The com-parisons reveal a generalized pattern of poor ac-curacy on the part of the teachers, although there were some exceptions for certain variables. In general, accuracy seemed to be much more re-lated to the degree to which the teacher behavior in question is stressed in teacher education pro-grams than it was related to the degree to which a teacher was successful in producing student learning gains. That is, highly successful teachers were not much more accurate in reporting their classroom behavior than were less successful teachers. (Author) teachers. (Author)

ED 147 278 SP 011 870

ED 147 278
Berliner, David C. And Others
Experimental Teaching Units and the Identification of a Special Sample of Classrooms for Conducting Research on Teaching. Beginning
Teacher Evaluation Study. Technical Report 76-

Far West Lab. for Educational Research and Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 15 Dec 76

Contract—400-75-0001

Note—445p. EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage.

rechanques, 'Performance Pactors, 'Receatern and Instruction Units, "Talent Identification, Teacher Evaluation, Teacher Characteristics, Teacher Evaluation, "Teaching Styles To study the teaching-learning process in classrooms, a small sample of carefully selected teachers at the second- and fifth-grade levels were identified for one phase of the Beginning Teacher Evaluation Study. A unique characteristic of this sample was that it included twenty teachers identified as relatively more effective in influencing achievement gains in their classes and twenty teachers identified as relatively less effective in their ability to teach certain objectives. Procedures and data related to the identification of these two disparate groups of teachers from a larger sample are described in this report. The teachers in the larger sample taught two-week, experimental units in reading and mathematics, and students completed pre- and post-tests. The smaller sample was selected based on information obtained from the student tests and classroom observation (Authors). obtained from the student tests and classroom observation. (Authors)

ED 147 279 SP 011 875 School Health Assessment: West Virginia School Health Development and Education Project. West Virginia State Dept. of Education, Char-

Spons Agency—West Virginia Univ., Morgan-town. Regional Medical Program. Pub Date 77

Note—200p. EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Curriculum
*Educational Assessment, *Health Education,
Health Needs, Knowledge Level, *Program Improvement, *Secondary Education, *State Surveys, Student Attitudes, Teacher Behavior

Identifiers-*West Virginia

This document is a final report of the West Virginia School Health Development and Educa-tion Project and consists of the results of five distion Project and consists of the results of five dis-crete studies and a summary of objectives and outcomes, findings and recommendations. The five studies, conducted over a period of sixteen months in grades 7-12, were: (1) Health Class Offering Study; (2) Health Education Assessment Survey; (3) Statewide Health Knowledge Assess-ment; (4) Comprehensive School Health Educa-tion Cose Studies and (5) Surveys of Existing tion Case Studies; and (5) Survey of Existing Data on Health Problems of School Age Children in West Virginia. Twelve findings were reported from analyses of the data collected, including: course enrollment and offerings are minimal; knowledge levels are below national norms; highest knowledge levels are in areas perceived by teachers and administrators to be most important extended to the contract of the co tant; students show interest in areas in which they have some knowledge, and little interest in areas in which they have little or no knowledge; they indicate interest in areas of immediate concern (e.g. family and mental health); career and consumer health are little emphasized; health problems are not restricted to the adult populaproblems are not restricted to the adult popula-tion; many areas of the public are willing to work toward improving school health programs. Based on these findings, the following recommenda-tions, among others, were made: develop curricu-lum and learning experiences; expand the defini-tion and understanding of health education beyond "structure and function of the human body"; increase instruction in career and con-sumer health; promote lifelong health studies; update evaluation instruments of student behavior and teacher knowledge and behavior; expand assessment to include early childhood, elementary, and middle school levels; promote school assessment of health program offerings within each county. Appendices include instrumentation and raw data from the study. (MJB)

ED 147 280 SP 011 876

Romatowski, Jane Kachaturoff, Grace
A Critical Look at Teacher Candidates of the
Seventies Competing for Limited Teaching Posi-

Pub Date 77

Note—23p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Awareness, Elementary Education, Employment Opportunities, Per-sonality Studies, *Preservice Education, Secondary Education, *Self Concept, *Student At-titudes, *Student Characteristics

Identifiers—*Preservice Screening

This document presents analyses of data ob-tained in an investigation of characteristics of students in preservice certification programs at a metropolitan urban university, as they enter a limited job market, and a comparison of these students to those who entered the job market in more opportune times. Forty-five juniors, seniors, and post-degree students seeking certification in elementary or secondary education were administered the Minnesota Teaching Attitude Inwinnessee Self-Concept Scale, the Study of Values, a questionnaire and Self-Profile, and an opinionnaire. Analyses of the data received through these instruments resulted in the following conclusions: (1) the majority of the subjects have a supportive attitude towards children and rehealed. adoption have a supportive attitude towards emi-dren and schools; (2) a very high percentage have positive feelings about themselves, have in-tegrated personalities, and relate well to others; (3) the might have the aesthetic, social, and religious perspectives on life, and score below the mean in economic, theoretical, and political areas; (4) the majority want to teach to fulfill a need to be of service to youth or to society; (5) most feel very strongly about their career choice, are willing to wait for job openings, and willing to prove themselves through substitute teaching; (6) the group outperforms the norm group in attitude and self-concept, despite gloomy employment and self-concept, despite gloomy employment predictions. Recommendations developed from this data analysis are (1) more useful information may be gathered from a self-profile if lead questions were included to stimulate thinking; (2) the Tennessee Self-Concept Scale provides useful screening for counseling purposes if administered at admission; and (3) a planned advisement program in career planning and career alternatives is eded. (MJB)

ED 147 281

umanizing Preservice Teacher Education: Strategies for Alcohol and Drug Abuse Prevention.
RIC Clearinghouse on Teacher Education,
Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Alcohol and Drug Abuse Education Program.

Pub Date Dec 77

Notes - 94:

Note—949.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Alcoholism, Change Strategies,
Demonstration Projects, *Drug Abuse,
*Humanization, *Preservice Education,
Research Projects, School Community Relationship, *Social Adjustment, *Student Alienation, *Teacher Influence

This document presents summary recents of six

tion, "Teacher Influence
This document presents summary reports of six
demonstration projects and one research project
engaged in primary prevention of alcohol and
drug abuse. The goals of these seven projects
were the same, though each evolved and worked
differently: (1) reinforcement of nonuse of alcohol and drugs; (2) discouragement of experimentation; and (3) prevention or early intervention in the destructive use of all substances. The
programs focused very little on drug use and ation in the destructive use of an substances. The programs focused very little on drug use and abuse, per se, but attempted to deal with causes rather than symptoms. The final aim of these projects was to find ways to humanize teacher education, to change prospective teachers who would create a humanistic environment in the schools so that students would no longer feel the need to seek external gratification through drug abuse. seek external gratification through drug abuse. The six demonstration projects are summarized in reports entitled: (1) Preservice Model Project (sponsored by Life Resources and Boston College); (2) Humanizing Environment and Educational Development (Mankato, Minnesota, State University); (3) HIP-An Alternative Program for the Preparation of Elementary Teachers (University of Missouri-Columbia); (4) A Competency-Based Affective Program for Preservice Teachers (University of Houston); (5) USOE Drug Abuse Prevention Demonstration Project (University of Northern lowa); (6) The Drug Education Program (University of California at (University of Northern lowa); (b) The Drug Education Program (University of California at Santa Cruz). The Research project report is enti-tied "Self- Knowledge Education as an Approach to Drug Abuse Education," and was conducted by the University of Massachusetts. A summary of significant features of all seven reports is presented in an afterword, as well as pos-ture action in the area. (MJB)

ED 147 282 SP 011 886 An Evaluation of "Foundations of Competency Based Curriculum"; A Summer In-Service CBC Staff Development Course. District of Columbia Public Schools, Washington,

D.C. Dept. of Research and Evaluation. Pub Date Oct 77

Pub Date Oct 77

Note—70p.; Contains some small type

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—"Curriculum Development, Education,
"Institutes (Training Programs), "Participant

Satisfaction, "Performance Based Education,
"Program Evaluation, Skill Development, Staff

Improvement
Identifiers—*Curriculum Specialists

"Foundations of Competency Based Curriculum (CBC)," a one-week inservice course was offered to CBC team members from each Washington, D.C., public school during the summer of 1977. It was designed to assist instructional per-sonnel in acquiring the necessary competencies and skills to plan, initiate, and implement com-petency based curriculum in individual class-rooms, schools, and the total educational setting. In their own ratings of skills and knowledge gained, participants from all levels consistently gained, participants from all levels consistently stated that they had acquired a very qood understanding of the components of CBC after taking the course. There was little or no variation in this positive opinion among the different subgroups of participants or among those attending different weekly sessions. Mean scores on the post-opinionnaire ranged from 4.5 to 4.8 (a rating of excellent), indicating that participants felt they had mastered the skills required to initiate and implement CBC. The summer course reached a wide variety of school personnel. Approximately 905 participants responded to the Participants' Evaluation Form. They reported being very satisfied with their instructors, the instruction, and with the facilities. Those responding gave the course an overall rating of 3.7, or "excellent." While participants were generally satisfied with the program, they did make a number of timely suggestions. The suggestion made most often was to "slow down" the pace of the course and allow more time for instruction. There was considerable agreement between the instructors' opinions and agreement between the instructors' opinions and suggestions and those made by the participants. suggestions and trose made by the participants and opinionnaire responses are: (1) that inservice courses of this kind be encouraged and expanded; (2) that suggestions and comments expressed by participants be considered in future planning; and (3) that a follow-up be made in each school to determine the extent to which CBC teams are carrying out the CBC staff development activities.
(Editor/MJB)

ED 147 283 SP 011 887
The Final Report of the President's Commission on Olympic Sports, 1975-1977. Volume I: Executive Summary and Major Conclusions and Recommendations. SP 011 887

President's Commission on Olympic Sports, Washington, D.C. Pub Date Jan 77

Note-121p.; For related document, see SP 011 Available from-Superintendent of Documents,

U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 041-000-00002-3) EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Athletics, Centralization,
*Financial Support, *Governance, Government
Role, Information Dissemination, Medical
Research, *Organizational Development, Performance Factors, Problems, Program Develop-ment, *State of the Art Reviews, Womens

Identifiers-Amateurism, Military Role, *Olympic

This document is the final report of the President's Commission on Olympic Sports, established to determine factors impeding, or tending to impede, the United States from field-ing its best teams in international competition. It U.S. capabilities are self-generated and may be traced to lack of organization and luck of adequate funding. The document examines needs and presents recommendations for meeting those needs in the following areas: (1) development of a central sports organization; (2) establishment of national governing body criteria for each sport;
(3) resolving franchise disputes; (4) protection of
athletes' rights to participate in unrestricted competition; (5) development of improved govern-ment and private mechanisms for sports funding; (6) development of a liberalized concept of amateurism; (7) improved identification and training procedures for world class athletes; (8) establishment of a standing committee of the cenment of a standing committee of the cen tral sports organization to serve as a national forum and clearinghouse for research, clinical application, information and education on sports plication, information and education on sports medicine; (9) recognizing and assisting the disa-bled and handicapped in sports; (10) educational efforts and establishment of programs to improve the role of women in sports; and (11) develop-ment of the military's role in amateur athletics. Implementation of the Commission's recommendations through a joint every through a joint every through a joint every through a central sports or-mittee, formed to establish a central sports organization, is suggested. (MJB)

ED 147 284 The Final Report of the President's Commission on Olympic Sports, 1975-1977. Volume II: Findings of Fact and Supporting Material. President's Commission on Olympic Sports,

Washington, D.C. Pub Date Jan 77

-490p.; For related document, see SP 011

887; Contains some small type vailable from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 041-000-00003-1,

\$5.60)
EDRS Price MF-\$1.00 HC-\$26.11 Plus Postage,
Descriptors— "Athletics, "Financial Support,
"Governance, "Organization, "State of the Art
Reviews, "Training Techniques
Identifiers—Competition Standards, "Olympic

This document is a presentation of primary and secondary information collected by the President's Commission on Olympic Sports and used as the basis for their recommendations on improving U.S. performance capabilities in international competition. The document is divided into three sections: (1) a sport-by-sport analysis of thirty Olympic sports, presenting a general overview, organization, resources, training and development, competition standards, and summary and recommendations; (2) an examination of thirteen major multi-sport organizations; and (3) miscellaneous studies of U.S. relationships with the international sports community, of amateur the international sports community, of amateur athletics financing, and of the handicapped in sports. The sport-by-sport analysis examines: archery, basketball, biathlon, bobsled, boxing, canoeing/kayaking, cycling, diving, equestrian sports, fencing, field hockey, figure skating, gym-nastics, ice hockey, judo, luge, pentathlon, row-ing, shooting, skiing, soccer, speed skating, swimming, team handball, track and field, vol-leyball, water polo, weightlifting, wrestling, yacht-ing, (MIR) ing. (MJB)

A Guide to Flammable Products and Ignition Sources for Secondary Schools. Consumer Product Safety Commission, Washing-

Pub Date 77

Note—42p.; For related document, see SP 011 892; Charts on pages 23-24 will be marginally legible due to small print

legible due to small print
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Fire Protection, Group Discussion,
Industrial Arts, *Information Sources,
*Learning Activities, Liberal Arts, Physical
Education, Puzzles, *Resource Guides, Role
Playing, *Safety Education, *Secondary Education, Singing, *Teaching Guides
This guide is intended as a resource manual
and activity source book for secondary school
teachers, librarians, administrators, curriculum
planners, and teacher educators for teaching
proper methods for selecting, using, maintaining.

proper methods for selecting, using, maintaining, and disposing of flammable products and ignition sources. Particular emphasis is placed on methods sources. Particular emphasis is placed on methods for including product safety instruction in the liberal arts curriculum, the industrial arts curriculum, and the physical and social science curricula. Suggested activities include reading and writing exercises, song and poetry writing, poster design, demonstrations, home safety surveys, field trips, video presentations, guest speakers, science experiments, discussion groups, and research projects. Suggestions are made for improving the school library holdings in the field of product safety. A list of thirty-one sources of additional information is appended. (MJB)

A Guide to Flammable Products and Ignition Sources for Elementary Schools. Consumer Product Safety Commission, Washing-

ton D.C.

Note-36p.; For related document, see SP 011 891; Some charts may not reproduce clearly print color

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postag EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors— *Elementary Education, *Fire Protection, Group Discussion, *Information Sources, *Learning Activities, Puzzles, *Resource Guides, Role Playing, *Safety Education, Singing, *Teaching Guides
This guide is intended as a resource manual and activity sourcebook for elementary school teachers. librarians. administrators, curriculum

teachers, librarians, administrators, curriculum planners, and teacher educators for teaching proper methods for selecting, using, maintaining, and disposing of flammable products and ignition sources. Basic product safety messages are developed for matches, space heaters, fabrics, extension and appliance cords, ovens and cooking ranges, fireplaces, flammable liquids, and lighters Suggested activities include storytelling, role play, puzzles, science experiments, discussion groups, Suggestions are made for improving the school library holdings in the field of product safety. A list of thirty-one sources for additional information is appended. (MJB)

ED 147 287 SP 011 896 Sutherland, Mary S The Changing Health Interests of College Stu-

Pub Date 77

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Students, *Curriculum

Development, *Health, Literature Reviews,

*Physical Health, *Student Attitudes, Surveys e author presents a summary of various health interest studies conducted with colmajor health interest studies conducted with college-level students during the period 1921-1977, and discusses the possibilities for using these results in curriculum planning in health education. Studies cited include: Nemir (1965), Oberteuffer (1927), Rooks (1935), Kitzinger (1950), Humphrey (1952), Stiles and Watson (1955), Lantagne (1952), Whitley (1957), Pangle (1959), Engs (1970), and Goodrow (1977). Identified as trends emerging from these studies were (1) a concentration on exercise and physical fitness during the war years, (2) emphasis on alcohol, tobacco, and drugs from the fifties through the seventies, and (3) an increasing concern with environmental influences through the seventies. It was felt that the identification of interest areas could provide the professional health terest areas could provide the professional health educator with help in planning curricula to meet current health concerns and in this manner might aid in the establishment of more healthy behavior patterns and a better standard of living. (MJB)

ED 147 288 SP 011 902

Hertel, Suzanne M.
A Study of Parent Attitudes on the Parent-Teacher Conference. Pub Date May 77

Note—67p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Posta

Descriptors—Communication (Thought Transfer), Opinions, *Parent Attitudes, *Parent Teacher Conferences, *Parent Teacher Teacher C Cooperation

This document studies parent attitudes toward parent-teacher communication in the setting of the parent-teacher conference. Respondents were asked to share in-depth their thoughts about parent-teacher communication in six topic areas:
(1) the circumstances, (2) the importance, (3) the expectations, (4) the comfort level, (5) the characteristics, and (6) the description of what parents consider to be a meaningful parent-teacher conference. The questionnaire was distributed to 39 sets of parents of elementary school age children; the sample group would be characterized as upper middle class, professional or managerial, largely suburban families. Data obtained from the study verified the existence of seven theoretical conference types (social, progress, program, problem, helping, upsetparent, and sharing). Findings also indicate that parents (1) expect to confer with the teacher throughout the school year, (2) view the conparent-teacher communication in six topic areas: throughout the school year, (2) view the con-ference as important, (3) approach the con-ference with their own expectations, (4) are both comfortable and somewhat uncomfortable in the conference situation, (5) know what constitutes a meaningful conference, and (6) have constructive suggestions for making the conference more meaningful. Implications of the data elicited from meaningful. Implications of the data elicited from the questionnaires lie mainly in the need for teachers, parents, administrators, supervisors, and educators to increase their knowledge about and skill in the parent-teacher conference as a means for facilitating communication between these two groups, with the objective of improving the child's educational experience. (MJB)

ED 147 289 95 SP 011 904
Teachers' Center Handbook, Grades 7-12.
Meridian Municipal Separate School District,

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 77

Note-41p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

escriptors—*Change Agents, Change Strategies, *Educational Improvement, *Secondary School Teachers, *Teacher Centers, *Teacher Im-

Teachers, "Feacher Centers, "Feacher Improvement, "Teacher Participation Identifiers—Handbooks, "Mississippi (Meridian)
This document is a teacher-developed handbook to the Meridian (Mississippi) Public Schools' Teachers' Center. The materials constituted in the control of the Meridian (Mississippi) Public Schools' Teachers' Center. The materials constituted in the control of th Schools Teachers Center. The materials contained in the handbook include: (1) steps involved in implementing the model; (2) organization charts; (3) center rationale and objectives; (4) teacher center tasks; (5) operation of the center in the areas of teacher renewal, educational reform, curriculum development, and dissemination; (6) organization and functions of a teacher center; (7) a subjective evaluation of the Meridian Teachers' Center; (8) basic economic concepts; and (9) a summary report of research

ED 147 290 SP 011 905 Barnett, Robert C. A Programmed Introduction to the Affective

EDRS Price MF-\$0.83 HC-\$1.67 Plus Por Descriptors— Affective Behavior, College Instruction, Educational Theories, *Learning Modules, *Programed Instruction, *Taxonomy Identifiers— *Krathwohl (David R)

This document presents a programmed in-troduction to concepts of affective behavior ac-cording to the taxonomic analysis developed by Krathwohl for college education students. The main task the student is expected to perform upon completion of the program is to identify afupon completion of the program is to identify af-fective behaviors in each of Krathwohl's five levels. Nine subtasks are identified as composites of the major program task. Successful completion of the task is validated by the student's ability to identify with 80 percent accuracy the appropriate level in Krathwohl's taxonomy of a set of affective behaviors without reference to other materials. A pretest and posttest (and answer sheets) are included with the program. A tabular representation of the pre- and post-test scores of seventy-eight students who had taken the program and an analysis of these figures are included in a validation of the program's efficacy in producing knowledge level gains in the un-derstanding of Krathwohl's taxonomy of affective behavior. (MJB)

ED 147 291 SP 011 909 irews, Theodore E., Ed. PBTE (Performance-Based Teacher Education); Vol. 1, No. 3, October 1972.

Multi-State Consortium on Performance-Based

Teacher Education, Albany, N.Y. Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date Oct 72

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—*Educational Objectives,
*Educational Research, *Performance Based
Teacher Education, Public Education, *Staff
Improvement, *State of the Art Reviews, State Programs, *Teacher Certification

This issue of the Multi-State Consortium on Performance-Based Teacher Education (PBTE) newsletter presents: (1) the goals of the states of Florida, Vermont, and Washington for public school education; (2) an examination of the most school education; (2) an examination of the most frequently proposed controversial issues concern-ing PBTE; (3) description of a plan for the development of school district programs utilizing berformance criteria, established in Vermont; (4) major resolutions of the Illinois Task Force on Certification, released in May 1972; and (5) statements by four educators on PBTE-related issues in teacher certification, staff development, and research. (MJB)

ED 147 292 80 SP 011 910 Andrews, Theodore E., Ed.

PBTE (Performance-Based Teacher Education)

Vol. 1, No. 4, November 1972.

Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date Nov 72

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Conferences, "Effective Teaching, Inservice Teacher Education, "Performance Based Teacher Education, Predictive Measurement, Preservice Education, "Program Development, "State Standards, "Test Constructions"

struction
Interest of the Multi-State Consortium on Performance-Based Teacher Education (PBTE)
newsletter presents: (1) a portion of the New York State Board of Regents report endorsing a competency-based, field-centered approach to teacher education, dealing with "...the Preparation and Practice of Professionals for Elementary and Secondary Education"; and (2) an excerpt of an article by W. Robert Houston, originally appearing in "Strategies and Resources for Developing a Competency-Based Teacher Educa-

tion Program," which discusses various ap-proaches to developing a program of teacher edu-cation based upon teacher competencies. Also presented are short discussions on regional invita-tional PBTE conferences, the meshing of preser-vice and inservice education in one continuum, and the construction of tests predicting how well a teacher will perform after completing his or her training. (MJB)

ED 147 293 80 SP 011 913

80 SP 011 913

Andrews, Theodore E., Ed.
PBTE (Performance-Based Teacher Education);
Vol 1, No. 7, February 1973.
Multi-State Consortium on Performance-Based
Teacher Education, Albany, N.Y.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date Feb 73

Note—7e

Note—7p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Bass
Performance Bass Descriptors—Guidelines, *Performance Based Teacher Education, *Program Development, *Program Planning, *State Programs,

Workshops Identifiers—Shanker (Albert) This issue of the Multi-State Consortium on Performance-Based Teacher Education (PBTE) ewsletter presents (1) a summary of recommer dations from a Florida conference on processes that would aid planners in the design of PBTE programs; (2) announcement of special sessions on performance based teacher assessment at the 1973 American Educational Research Association annual meeting; (3) an article by Albert Shanker, President, United Federation of Teachers, on the hazards of hasty implementation of performance hazards and teacher certification and Teachers, on the hazards of hasty implementation of performance based teacher certification; and (4) an overview of the movement for state-wide changeover to performance based evaluation and certification in Connecticut. In addition, brief statements on the objectives, implementation problems, and purpose of competency based education are presented. (MJB)

ED 147 294 SP 011 916

Andrews, Theodore E., Ed.
PBTE (Performance-Based Teacher Education); Vol 2, No, 2, May 1973.

Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 73

Notes 98

Note—9p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—*Fundamental Concepts,
*Individualized Instruction, *Performance
Based Teacher Education, *Program Descrip-

tions tions
Identifiers—College of Saint Scholastica MN,
Consortium of Southern Colleges for Teacher
Educ, *Multicultural Education, Teacher

Consortium of Southern Curegos to Educ, "Multicultural Education, Teacher Corps, Texas Southern University
This issue of the Multi-State Consortium for Performance-Based Teacher Education (PBTE) newsletter discusses (1) the evolutionary approach adopted by the state of Minnesota toward the implementation of PBTE, which includes discussion of what is known about PBTE, whether Minnesota ought (or wishes) to adopt the program, and state participation in PBTE information exchange; (2) the PBTE program of the College of St. Scholastica (Duluth, Minnesota); (3) the multicultural emphasis of the competency-based Cycle Seven Teacher Corps Project at Texas Southern University; (4) efforts of the Consortium of Southern Colleges for of the Consortium of Southern Colleges for Teacher Education in developing PBTE pro-grams; (5) the various models of teaching which grams; (5) the various models of teaching which arise from different orientations toward man and his universe (exerpted from "Models of Teaching," by Joyce and Weil); (6) questions that must be answered in determining the nature of individualization in teacher education programs, in particular PBTE programs; and (7) assumptions underlying teacher education programs and characteristics of implemented programs which tend to fulfill these competencies. (MJB)

ED 147 295 80 SP 011 919

ED 147 295

80

SP 011 919

Andrews, Theodore E., Ed.

PBTE (Performance-Based Teacher Education);
Vol 2, No. 5, November 1973.

Multi-State Consortium on Performance-Based
Teacher Education, Albany, N.Y.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date Nov 73

Note—17p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Page Analysis, Data Collection,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Data Analysis, Data Collection,
Field Experience Programs, *Graduate Study,
Material Development, *Performance Based
Teacher Education, *Program Descriptions,
*Program Development, *State Universities,
Systems Analysis, Training Laboratories,
*Undergraduate Study
Identifiers—*Florida International University
This issue of the Multi-State Consortium on
Performance-Based Teacher Education (PROF)

Performance-Based Teacher Education (PBTE) renormance-based teacher Education (PB1E)
newsletter presents an examination of Florida International University's efforts over two academic
years to develop and implement performancebased curricula across all of its programs at both
the undergraduate and graduate levels. Efforts
were aimed at establishing programs that would
be performance-based, criterion-referenced in
evaluation, field directed, and characterized by
whitimedia based interesting the programs of the control of evaluation, field directed, and characterized by multimedia-based instructional processes with high incidence of self-instructional possibilities. Articles highlight: (1) methods developed to determine module format, terminology, and in-structional processes; (2) description of the General Teaching Skills Laboratory I and Human Relations Training, General Teaching Laboratory II. (3) the field experience provisions in the Dade II; (3) the field experience provisions in the Dade County Public School System; (4) data collection revaluating student progress, course analyses, student attitudes toward courses, instructors, and performance-based education in general, and to assess individual programs; (5) a systems view of the PBTE program within Florida International and its parent State University Syste as they all operate within the community of the state of Florida; and (6) philosophical and practi-cal problems of PBTE, including the identifica-tion and assessment of competencies, utilization of faculty time, and the variability of student per-formance and pacing. (MJB)

ED 147 296 SP 011 924

Kneer, Marian E. Individualizing Instruction: Purpose and Process. Pub Date 21 Jan 78

Note—14p.; Paper delivered at the Mid-Amer-ican University Physical Education Conference: General Program, sponsored by the American Alliance for Health, Physical Education and Recreation, National Association for Sport and Physical Education (January 21, 1978) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Effective Teaching, *Individualized
Instruction, *Instructional Design, *Physical
Education, *Program Development
The author discusses the benefits of using individualized instructional methods in physical

education and describes the various components of the method. General rationale for the implementation of individualized instruction is that mentation of individualized instruction is that subject matter taught is frequently dependent upon the processes provided for learning-if learning does not take place, the subject is re-jected. The individualized approach is seen as starting with plans identifying what it is possible to learn, how well it can be learned, and what procedures will help the student learn. From this base, the instructor may construct programs or modules, with selected learning objectives and terminal objectives. Change from static to dynam-ic conditions is seen to occur at the learner diagic conditions is seen to occur at the learner diag-nosis stage, through a program of testing which elicits information enabling learner and facilitator to develop a personal prescription. The prescrip-tion consists of the actual learning process, tailored to the individual student. Evaluation of performance constitutes the final stage of the process. Operational procedures of the instruction vary according to the nature of the activity and the place in which it is performed. (MJB)

ED 147 297 SP 011 928

Handleman, Chester
The Curriculum: The Public Media Versus the
Professional Books and Journals.
Pub Date Aug 77

Note—22p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Comparative Analysis, Editorials,
 *Educational Innovation, Educational Needs,
 Journalism, *Newspapers, *Public Opinion,
 Research Utilization, *Scholarly Journals
 The author presents a survey of public opinion against continued innovation in the field of education, drawn from editorials and reportage in "Newsweek," "The New York Times," "The Tampa Tribune-Times," and "U.S. News and

World Report." Contrast is made to continued calls by educators in professional books and jour-nals for continued innovation in all areas of education. The assertions are made that (1) Reasonable and moderate innovation in the curriculum can be useful, but such innovation should not be allowed to reduce academic standards and not be allowed to reduce academic standards and interfere, with the correct evaluation of student performance; and (2) a proper mix of traditional education along with limited and proven innovative concepts should yield far better results than much of the change that has been employed in recent years under the label of innovation. (Author/MJB)

ED 147 298

SP 011 930

Joseph, Louie S. A K-12 Articulation Model for the Orange Unified

School District. Pub Date Jun 77

Pub Date Jun 77

Note—573p.; Ed.D. Dissertation, Nova University
EDRS Price MF-\$1.00 HC-\$30.13 Plus Postage.

Descriptors—*Articulation

*Educational Improvement, *Elementary
Secondary Education, *Models, Organizational
Communication, Student Attitudes
Identifiers—*Orange Unified School District CA
This Max II practicum documents the develop-

This Maxi II practicum documents the developent of a model articulation process and the implementation of that process in the Orange (California) Unified School District. The model was intended to improve the continuity of student progression through the grades from elementary to junior high to senior high school. Primary concerns of the practicum author, and District administrators and teachers who participated in the project, were: school curriculum continuity, stu-dent confidence in the educational process, and staff communication, both qrade-to-grade and teacher-to-teacher. (Author/MJB)

ED 147 299

Goodwin, Jean

Constraints on Teacher Education.

Pub Date 77

Note-15p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. escriptors—Educational Accountability, Evalua-tion Methods, *Program Development, *Teacher Evaluation, *Testing Problems The public demand for accountability, legisla-

tive mandates, and increased unionization of teachers have focused attention on the inadequa-cies of traditional teacher evaluation procedures. Attempts to design models that differentiate effective and noneffective teaching have not produced agreed-upon sets of competencies, characteristics or behaviors common to "good" teachers. A review of the research literature into acher evaluation reveals that the major factors teacher evaluation reveals that the major factors that impose constraints on effective teacher evaluation are: (1) teacher resistance to evaluation procedures that they perceive as arbitrary or serving only administrative purposes; (2) the lack of agreement concerning criteria on which evaluation should be based; (3) legal issues arising from fair dismissal laws, collective bargaining, and negotiations; and (4) human, conceptual, and technical skills of the evaluator which either negate or confirm the validity of the evaluation process. (Author/MJB)

ED 147 300 SP 011 931 Wakefield, Frances And Others
Track and Field Fundamentals for Girls and
Women. Fourth Edition.
Pub Date Aug 77

Note-284p. Available fi vailable from—The C.V. Mosby Company, 11830 Westline Industrial Drive, St. Louis,

Missouri 63141 (\$7.95)

Document Not Available from EDRS.

Descriptors—Athletes, Athletic Coaches, Athletics, Performance Factors, *Physical Activities, *Physical Education, Physical Fitness, Running, *Track and Field, *Training Techniques, *Womens Athletics Identifiers—Hurdling, Jumping, Pentathlon,

Throwing
This volume is divided into seven parts; an introductory section (which includes a discussion of girls and women in track and field as well as principles of conditioning and training) and sections on running, hurdling, jumping, throwing, pentathlon, beginning a track and field program, and managing and planning aspects. In each section, where appropriate, a discussion is conducted concerning the novice, the competitor, teaching progression, a training program, and techniques of performance. Suggestions are made concerning the use of improvised equipment when standard equipment is not available. (Authors)

SP 011 937 lewpoints; The Unit Research-Study and Its Operation.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

Note-12p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

escriptors—Curriculum Planning, Curriculum Research, *Elementary Secondary Education, *Instructional Design, *Resea *Unit Plan, Units of Study entifiers—*Unit Research Studies *Research

This document presents the theory and learning rationale underlying unit research study as an inrationale underlying unit research study as an in-structional methodology in elementary secondary education. Defined as "the organization of vari-ous activities, experiences, and types of learning around a central theme developed cooperatively by a group of pupils under teacher leadership, it he method is designed to help the student (1) direct his or her own efforts; (2) determine what should be learned; (3) discover where to find answers; (4) learn to work alone and in groups; and (5) learn to draw proper conclusions, make interpretations, and seek relationships. Included in the document are over-all perspectives on or-ganizing the school system for the introduction and ongoing planning of unit research studies, theory behind the practice, the learning rationale, processes involved in the introductory and research phases of the process, and conclusions on the value of the process to the teacher. (MJB)

SP 011 938 ED 147 302 SP 011 938
Proceedings of the First World Congress of Comparative Education Societies on the Place of Comparative and International Education in the Education of Teachers during International Education Year, Ottawa, Canada, August 1970. World Council of Comparative Education Societies, Geneva (Switzerland).

Pub Date Aug 70

Note-188p. Available from—World Council of Comparative Education Societies, Palais Wilson, 52 rue des Paquis, 1211 Geneva 14 Switzerland (\$3.00) EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Comparative **Conference Reports, Foreign Countries, Grad-uate Study, Instructional Materials, *International Education, Program Develop-ment, Relevance (Education), *Teacher Edu-cation, Undergraduate Study

This document is a record of proceedings of

the First World Congress of Comparative Educa-tion Societies which met in August 1970 to tion Societies which met in August 1970 to discuss three questions: (1) the administrative and juridical aspects of creating a Council and a continuing Congress; (2) the place of comparative and international education in the education of teachers; and (3) the role and rationale for educational said to developing contribute. coducational aid to developing countries. The document contains twenty-nine papers delivered to the Congress, loosely organized into the following categories: (1) the place of comparative and international education in teacher education in teacher education. (general discussions, the subject as a valid field of inquiry, its relevance to teacher education); (2) comparative and international education in specific countries (Federal Republic of Germany, ingapore, Hong Kong, Romania); (3) compara tive and international education at various levels of teacher preparation (undergraduate and graduate) and for all levels of teachers (K-12); (4) course organization; and (5) teaching materials and aids. Appended are a list of conference participants and final resolutions of the Congress. Guidelines based upon the Congress papers are also appended. (MJB) tive and international education at various levels

ED 147 303 Making Health Education Relevant and Exciting in Elementary and Junior High School.

Center for Disease Control (DHEW/PHS), Atlan-

Pub Date Feb 73

Note—7p.; Reprinted by the U.S. Dept. of Health, Education, and Welfare from Health Services Reports, DHEW, Vol. 88, No. 2, February 1973

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Biology, Body Image, *Curriculum Design, *Curriculum Development, Drug Abuse, Elementary Secondary Education, Habit Formation, *Health Education, Health Pro-grams, Human Body, Program Effectiveness, School Community Relationship, *Self Care Skille, *Smoking.

School Community Relationship, *Self Care Skills, *Smoking Tris booklet describes a health education pro-gram designed to instruct children in proper health care. The model curriculum for this project consists of three intensive units of study, one ect consists or tree intensive units of study, one each at the fifth, sixth, and seventh-grade levels. Each unit is organized around a body system: lungs and respiratory system for the fifth grade, heart and circulatory system for the sixth grade, and brain and nervous system for the sev grade. Each unit is comprehensive and in-de requiring eight to ten weeks for completion. Teachers in charge of this instruction receive intensive training before they start the curriculum.

Professionals in the health field assist in the program by coming to the school and teaching the gram by coming to the school and teaching the pupils how they operate in their own particular field. The objective of this program is to teach students to understand their bodies and how they function and to guide them in the formation of good health habits. (JD)

ED 147 304 SP 011 941 ED 147-304
The Bureau of Health Education's Elementary
School Health Curriculum Project, Berkeley
Model, and the American Lung Association Bureau of Health Education's Primary Grades
Health Curriculum Project, Seattle Model.

Center for Disease Control (DHEW/PHS), Atlanta, Ga.

Pub Date 76

Note—25p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Community Health, *Curriculum
Design, Drug Abuse, *Elementary Education,
Formative Evaluation, *Health Education,
*Health Programs, Human Body, Interinstitu-

*Health Programs, Human Body, Interinstitu-tional Cooperation, Personal Growth, *Primary Education, *Primary Health Care, Self Care Skills, Self Concept, Smoking, Teacher Educa-tion, Teaching Methods, Team Training This document describes two models for an early school health curriculum project. These two projects were initiated with the aim of increasing effective cooperation of public health personnel work with public schools in teaching health main-tenance and prevention of disease. The Berkeley tenance and prevention of disease. The Berkeley Project worked with students of grade three through grade seven. The Seattle Project worked with students from kindergarten through third grade. The unit approach to curriculum was used. Each unit studied dealt with specific aspects of Each unit studied dealt with specific aspects or the human body. Intensive preparation for the teaching of these units was given to the teachers involved. Team training with teachers from dif-ferent schools, principals, school nurses, health educators, or curriculum specialists included workshops, visiting other schools, and exchange of ideas. The emphasis was placed on the per-sonal reaction and understanding of each in-dividual being trained for the project. Carefully somai reaction and understanding of each in-dividual being trained for the project. Carefully selected materials were made available, including books, films, models, listening post, and audio-tape materials. To gain financial and administra-tive support, teams of two teachers at the same grade level introduced the health project into the ongoing school curriculum. The project has been evaluated as feasible, and the involvement of the American Lung Association is considered critically important. Included in this document are curriculum outlines for both the Seattle and Berkeley Projects. (JD)

ED 147 305 SP 011 942 Andrews, Theodore E., Ed. PBTE (Performance-Base ce-Based Teacher Education);

Vol. 2, No. 8, February 1974.
Multi-State Consortium on Performance-Based
Teacher Education, Albany, N.Y.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date Feb 74
Note-9-

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College School Cooperation,

*Consortia, *Organization, *Performance

Based Education, *Performance Based Teacher Education, Professional Associations, *Program

Planning
Identifiers—*Collaboration, Oregon
This (saue of the Multi-State Consortium on
Performance-Based Teacher Education (PBTE)

newsletter focuses on the role collaboration plays in competency-based education programs. A diagnostic test is presented to rate reader knowledge of ten basic concepts of collaboration, and the correct answers are discussed. Wendell C. Allen comments on the role of collaboration in teacher education; while the difficulties of colin teacher education; while the difficulties of college-school-professional organization cooperation
are not overlooked, the benefits accruing from
such effort are stressed. A report is made by
Richard E. Collier on formal procedures through
which policies were formulated and malor recommendations were developed during the Undergraduate Urban Teacher Education Program
in New York State. James M. Wallace discusses
the evolving importance of performance-based
education and performance-based teacher education in Oregon's educational environment and
makes projections for the 1980's. (MJB)

ED 147 306 Indrews, Theodore E., Ed.

BTE (Performance-Based Teacher Education);
Vol, 2, No. 9, March 1974.

Vot. 4, No. 9, March 1974.
Multi-State Consortium on Performance-Based
Teacher Education, Albany, N.Y.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date Mar 74

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Learning Modules, *Literature Reviews, *Performance Based Teacher Education, *Student Ability, *Success Factors, Teacher Attitudes, Teacher Training *Teacher Influence,

Techniques
Identifiers—California Beginning Teacher Evaluation Study, Florida Modules on Generic
Teaching Competencies
This issue of the Multi-State Consortium on Performance-Based Teacher Education (PBTE) newsletter focuses on the role that assessment, research, and evaluation play in PBTE. David A.
Potter presents a detailed examination of the literature investigating teacher behavior and student achievement, providing summaries of fin-dings and recommendations for further research Marlaine Lockheed-Katz presents review of studies relating teacher expectancy to teacher behavior and/or student performance. An overview is given of the California Beginning overview is given of the California Beginning Teacher Evaluation Study, the first study in the United States attempting to systematically determine teacher behaviors affecting student achievement, with results intended for use in establishing state licensing procedures. A report is made on the experimental work performed in evaluating thirty training modules for inservice teachers developed by the Middle School Teaching Competencies project at the University of Florida in the Florida Modules on Generic Teaching Competencies service. (MJB)

ED 147 307 SP 011 945 Andrews, Theodore E., Ed.
PBTE (Performance-Based
Vol. 3, No. 2, May 1974. d Teacher Education);

Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y. Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date May 74

Note—13p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. *Change Strategies, *Performan

Descriptors—*Change Strategies, *Performance Based Teacher Education, *States Powers, *Teacher Certification, *Teaching Techniques This issue of the Multi-State Consortium on Performance-Based Teacher Education (PBTE) contains: (1) competency based teacher educa-tion and certification activities at six Utah univertion and certification activities at six Utah universities and by the Utah State Board of Education; (2) the Texas State Attorney General's opinion on the lack of power on the part of the State Board of Education to require all teacher preparation programs to be competency based; (3) an excerpt from a speech by Dan Ganeles, SUNY/Albany on "CBTE: Definitions, Criteria"; (4) a discussion on the use of instructional miniessons as criteria measures for evaluating a PBTE program; (5) humanistic strategies for implementing PBTE, performance based evaluation, and teacher accountability standards; (6) a humorous look at the next educational fad: "Course-Credit Teacher Education" (CCTE); and (7) a report on the Hofstra-Manhasset project investigating performance evaluation. (MJB) ED 147 308 SP 011 991

Anderson, Carrel M. Schaffer, Raymond, Jr. A Process Manual: Staff Development in American-Sponsored Overseas Schools. Alabama Univ., Tuscaloosa. Coll. of Education. Spons Agency—Department of State, Washington, D.C. Office of Overseas Schools.

Contract-2058-799306

Note—61p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage. Descriptors—*Administrative Principles, Educa-tional Finance, Educational Objectives, Foreign Countries, Learning Activities, *Manuals, Needs Assessment, *Program Planning, *Staff Improvement, *Technical Writing Identifiers—*Overseas Schools

This manual is written for those responsible for staff development in American-sponsored over-seas schools (ASOS). Program management for seas schools (ASOS). Program management for staff development planning is divided into seven categories: (1) mission statement preparation; (2) needs assessment survey; (3) goal statements preparation; (4) staff objectives preparation; (5) activities determination; (6) costing activities; and (7) plan formalization. In each category directions are given for accomplishing the stated goal. Examples of desirable objectives are presented, and charts and worksheets are included in the discussion of the seven major factors to be considered by the project director.

ED 147 309 SP 011 995 Florio, David H. Koff, Robert H.

Model State Legislation: Continuing Professional Education for School Personnel.

Spons Agency—Illinois State Office of Education, Springfield.; National Inst. of Education (DHEW), Washington, D.C.; Roosevelt Univ., Chicago, Ill. Coll. of Education.

Contract-400-76-0018

Note-68p.; For related documents, see SP011 997 and ED128 346

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Beginning Teachers, Cooperative Programs, Data Collection, Elementary School Teachers, Financial Support, *Inservice Teacher Education, *Job Skills, *Professional Continuing Education, *School Personnel, Secondary School Teachers, *State Legislation entifiers—*Model Legislation, State Policy

This model state legislation is the third report issuing from the Illinois Policy Project on Accreditation, Certification, and Continuing Education, and is a statement of the state's role in the professional development of inservice teachers. The legislation itself is preceded by an essay on the state's role in supporting continuing educa-tion of school personnel and the importance of continuing education at this time. The essay centers around teacher motives for conti development and state concern in improving staff quality at a time of low teacher turnover. The model legislation is presented in two parts. Part A provides state support for continuing education programs in local schools or school districts, limited only by the target population, i.e., student contact personnel in local schools, and by the intended purpose, i.e., the program must be designed to improve the job-related knowledge and skills of the target population. Part B is an experimental program designed to determine the benefits of extended school-site training for beginning teachers, a prescriptive-categorical pro-gram that will contribute to the determination of future policy related to the preparation of teachers. Both parts encourage cooperation in program planning and operation among school districts and institutions of higher education. Several alternate funding procedures are provided for each part due to the diversity of financial situations and desired scopes of activities among the various states. Commentary is included in order to clarify policy issues and various sections of the legislation. Appendices include: (1) a glos-sary of terms and (2) an extensive bibliography of selected sources in the areas of continuir education, teacher education programs, research related to teacher effectiveness, and legal issues relating to the preparation, certification, and em-ployment of teachers. (MJB)

ED 147 310 95 SP 011 997

Koff, Robert H. And Others

Commissioned Papers of the Illinois Policy Project: Accreditation, Certification and Continuing Education.

Spons Agency—Illinois State Office of Education, Springfield.; National Inst. of Education (DHEW), Washington, D.C.; Roosevelt Univ., Chicago, Ill. Coll. of Education. Pub Date Sep 76 Contract—400-76-0018

Note—213p.; For related documents, see SP011 995 and ED128 346

Descriptors—*Accreditation (Institutions),
*Conference Reports, *Educational Policy,
*Policy Formation, *Professional Continuing
Education, *Teacher Certification

The papers contained in this document were commissioned for presentation to the Illinois Project on Accreditation, Certification, and Continuing Education, designed to define issues, analyze procedures, and make recommendations to the Illinois State Board of Education and a national audience of educators and policy makers. Two papers (Arnstein, Wiley and Gore) review cur-rent issues in accreditation and certification at the national, state, and interstate levels, and outline topics for future investigation. These papers were prepared for submission to the Phase One Conference devoted to the identification and articulation of policy issues. The Florio paper sum-marizes results of that conference, detailing the sub-issues in each of the major areas of concensub-usues in each of the major areas of concen-tration. Phase Two of the Project involved the formation of three task forces to explore issues defined in Phase One and make policy recom-mendations concerning those issues to the Illinois State Board of Education, and other interested publics. Three papers (Bentz, Hazard, and Stiles) were commissioned for this phase, and they help to clarify for task force members the background information on acceptation of the property of information on accreditation/program aporoval, certification, and continuing education within the social, legal, and political policymaking arenas in which they exist. Phase Three of the Project consisted of a national dissemination conference nciding with the final draft recommendations and reports of the three task forces. Comments at the Dissemination Conference prompted the com-mission of the Levin paper, which examines, in detail, a variety of economic variables affecting accreditation certification and continuing educa-tion. In addition it describes procedures that can be taken to carry out the accreditation/program approval functions from a cost-utility analysis perspective. (MJB)

TM

ED 147 311 TM 005 705 Elford, George And Others Handbook of Management Standards for Award-ing High School Diplomas. And Others sachusetts Advisory Council on Education,

Pub Date Sep 75

Pub Date Sep 75
Note—116p.
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—Alternative Schools, Basic Skills,
*Educational Alternatives, Evaluation Criteria,
*Evaluation Methods, External Degree Programs, *Graduation Requirements, *Guides,
Performance Based Education, Performance
Tests, Program Evaluation, Public Schools,
Secondary Education, *Senior High Schools,
*Standards, Student Evaluation, Test Construction, Work Experience. tion, Work Experience

Identifiers-Alternatives to Standardized Testing,

Experiental Learning, "Massachusetts
This handbook is designed to assist Massachusetts schools in utilizing members of the
community, teachers, and administrators in
developing a system of evaluation to monitor student progress and measure program effectiveness. Emphasis is placed on the establishment of quality control procedures for alternative learning exty control procedures for alternative learning ex-periences, such as community-based programs, action-learning, or experiential learning, and the application of alternative methods of evaluation such experiences. A description of graduation requirements in Massachusetts and current practices and needs in experiential learning provides the background for a discussion of setting management standards and minimal acceptable

levels of performance for these programs. Five assessment methods that can be used either separately or in combination to assess student separately of in comonation to assess student competencies for awarding high school credit are discussed. They are: testimony, committee review, performance assessment, product assessment, and objective and essay examinations. Descriptions of several nontraditional learning programs, and sample documents for a per-formance test are appended. (EVH)

ED 147 312 TM 005 870

Bierschenk, Bernhard
Externally Mediated Self-Confrontation: The Influence of the Personality in Perception and Evaluation of Subject-Object Relations. Educational and Psychological Interactions Bulletin

School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research Pub Date Oct 75

Note—65p.; Parts of appendixes may be mar-ginally legible due to small type EDRS Price MF-\$0.83 HC-\$3.59 Plus Postage.

EDRS Price MF-30.83 HC-\$3.50 Plus Postage.
Descriptors—Higher Education, Interpersonal
Relationship, Microteaching, *Personality, Predictor Variables, Self Concept, *Self Evaluation, *Student Teacher Relationship, *Student
Teachers, Teacher Behavior, Teacher Characteristics, Teacher Education, Teacher Evaluation, *Video Tape Recordings
In a self-confrontation experiment student
teachers users and though an extensive test bet-

teachers were put through an extensive test bat-tery containing personality tests, cognitive tests, and attitude tests. An analysis is presented of the influence of personality on the student teachers' perception and evaluation during confrontation with their own video-recorded micro-lessons. using a number of multi-variate models for data analysis, prediction problems and relations between the content of different groups of variables were studied. Results showed that student teachers' self-perception can best be predicted by personality variables that define an extroversion contents again. syndrome, social plasticity, and child cen-teredness. Student teachers' self-evaluation can best be predicted by means of personality variables defining a syndrome consisting of a mixture of emotionality and sensitivity variables. (Author/MV)

ED 147-313

Newman, Isadore Oravecz, Michael T.
Solutions to the Problem of Disproportionality: A
Piscussion of the Models.

Pub Date Apr 77
Note—55p.; Paper presented at the Annual Meeting of the American Educational Research Asing of the American Educational Research As-sociation (61st, New York, New York, April 4-8, 1977); appended computer data may not reproduce well due to marginal legibility of original document EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Analysis of Variance, *Hypothesis Testing, *Mathematical Models, *Research Design, *Research Methodology Identifiers—*Chi Square Test,

Identifiers—"Chi Square Test,
"Disproportionality, Type I Error
The major concern for any research model,
whether disproportionate or not, is the research
question and how well that question is reflected
by the model. Three "exact solutions" for disproportional situations, the hierarchial, unadjusted main effects, and fitting constant methods, are discussed in terms of the research question that each reflects, and examples demonstrating the most appropriate situation for using each solution are presented. The usefulness of a Chi Square Technique in differentiating between varying degrees of disproportionality and their effects on a Type I error is explained. (Author/MV)

ED 147 314 95 TM 006 382

George, Archie
Development and Validation of a Concerns
Questionnaire.

Questionnaire.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date 7 Apr 77

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977); for related document, see TM 006

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—*Attitude Tests, Changing At-titudes, Educational Change, Elementary School Teachers, Elementary Secondary Education, *Instructional Innovation, Question-naires, *Teacher Attitudes, *Test Construction, Test Reliability, *Test Validity Identifiers—*Concerns Based Adoption Model,

*Stages of Concern Questionnaire (Hall et al) The Stages of Concern (SoC) Questionnaire was developed in order to measure the attitudes of individuals toward innovation. The Concerns Based Adoption Model provided the theoretical basis for the instrument. According to this model, individuals are first concerned with themselves, later with the details of the task, and finally with the impact of their own efforts. Recent longitudinal studies have demonstrated the validity of the SoC Questionnaire; two such studies are described in this report. In one study, urban elementary school teachers attending a workshop completed the SoC Questionnaire which mea-sured their concerns about a new diagnostic reading program. In the other study, the Southwest Educational Development Lab used a prototype SoC Questionnaire to measure concerns about their preschool Thinking and Reasoning program. In both studies, the SoC Questionnaire indicated that persons having little experience with innova-tion had more awareness, informational and personal concerns than persons with greater perience. Those with greater exposure to innova-tion had more advanced levels of concerns about collaboration in use of the innovation, and about refocusing, or considering more effective alternatives. (MV)

TM 006 390 DiCastanzo, James L. Eichelberger, R. Tony
Design, Analysis and Reporting Considerations
When ANCOVA-type Techniques are Used in

Evaluation Settings. Pub Date 6 Apr 77

Note-46p.; Paper presented at the Annual Meeting of the American Educational Research Asation (61st, New York, New York, April 4-8. 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—*Analysis of Covariance,
*Evaluation, Evaluation Criteria, Evaluation

Educational researchers often utilize analysis of covariance type techniques to assess the effects of innovative programs implemented in natu-ralistic settings. This paper delineates and describes analysis and reporting considerations for the application of analysis of covariance type techniques in public school settings, based primarily on a review and critique of the national Follow Through evaluation. The areas discussed include: relating specific research hypotheses, the results of the corresponding analysis of covari-ance data analyses and the general evaluation questions; defining the variables; measures of the variables and relationships among the variables; determining whether a covariate is to be included in the analysis; and describing in detail the different groups included in the analyses. Numerous suggestions are provided to assist the reader of reports using analysis of covariance techniques to ssess the appropriateness of the technique applied, examine possible alternative interpretations of results, and place the author's conclusions in a more accurate perspective. (Author/JKS)

Mandeville, Garrett K. And Others
Indicators of Educational Quality 1975-76.
Technical Report. Office of Research Report Series, Vol. 1, No. 29.

South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date Apr 77

Note-158p.; For related document, see TM 006 EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors-*Academic Achievement, Skills, Correlation, *Data Secondary Seducational Quality, Elementary Secondary Education, Grade 4, Grade 7, Literature Reviews, *Performance Factors, *Predictor Variables, Research Methodology, School Demography, School Districts, State Programs, Statistical Analysis, Statistical Data, Student Correlation, *Data Analysis, Characteristics, Teacher Characteristic

Identifiers-*Indicators of Educational Quality

Project, South Carolina

Student achievement data from 92 school districts in South Carolina were analyzed to determine which variables were most likely to affect educational quality. Fourth and seventh grade samples were examined to determine the effects on achievement when the shared variation between achievement and the context variables was removed. The data included four context, fourteen input, and five criterion indicators. Context indicators are those quantifiable variables which may affect educational quality but are not subject to change at the state or district level, e.g., local revenue per pupil. Input indicators are those quantifiable characteristics which are subject to manipulation and may significantly relate to learner outcomes, e.g., handicapping condi-tions. Criterion indicators are quantifiable variables which serve as measures of learner out comes, e.g., achievement test scores. The classifi-cation variable, school grade size, was also in-troduced to provide for schools which contained only one class per grade level. Major results were ined through zero-order correlation analy and regression analyses. Two context variablesracial composition of student population, and percentage of students receiving free or reduced price lunches—were the best predictors of achievement at both grade levels. Local revenue per pupil and school age population density were also consistently associated with achievement. (MV)

ED 147 317 TM 006 433

Mandeville, Garrett K And Others
Indicators of Educational Quality 1975-76. Summary. Office of Research Report Series, Vol. 1, No. 28.

South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date Apr 77 Note-28p.; For related document, see TM 006

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors—*Academic Achievement, Basic Skills, Correlation, *Data Analysis, *Educational Quality, Elementary Secondary Education, Grade 4, Grade 7, *Performance Factors, *Predictor Variables, School Demography, School Districts, State Programs, Statistical Analysis, Student Characteristics, Teacher Characteristics

Identifiers-*Indicators of Educational Quality

Project, South Carolina

Student achievement data from 92 school districts in South Carolina were analyzed to determine which input variables were most likely to af-fect educational quality. Fourth and seventh samples were scrutinized to determine the effects on achievement when the shared variation between achievement and the context variable was removed. The data consisted of four context, fourteen input, and five criterion indicators. Context indicators are those quantifiable variables which may affect educational quality but are not subject to change at the state or district level, e.g., racial composition of student population. Input indicators are those quantifiable characinput indicators are those quantitiable characteristics which are subject to manipulation and which may significantly relate to learner outcomes, e.g., handicapping conditions. Criterion indicators are quantifiable variables which measure learner outcomes, e.g., dropout rate. The classification variable, school grade size, was also intended. Maior scalls were obtained though introduced. Major results were obtained through zero-order correlation analyses, partial correla-tion analyses, and regression analyses. Results showed that two context variables--racial composition of student population and percentage of students receiving free or reduced price luncheswere the best predictors of achievement at both the 4th and 7th grade levels. Local revenue per pupil and sparsity (density of school age popula-tion) were also consistently associated with achievement. This document presents a summary of the findings. (MV)

ED 147 318 TM 006 450

Klein, Susan S.

Toward Consensus on Minimum Criteria for Edu-cational Products. Pub Date 21 Apr 76

Note-34p.; ; Table on pages 26 & 27 may not reproduce well due to type size Association (60th, San Francisco, California, April 19-23, 1976); table on page 24 may not reproduce well due to size of print EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—Consumer Protection, *Decision

escriptors—Consumer Protection, *Decision Making, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, *Evaluators, Information Dissemination, *Instructional Materials, Material Development, *Media Selection, *Standards

The criteria used by various groups in deter-mining the destiny of an educational product are systematically explored. Educational products are systematically explored. Educational products are defined as educational materials which are in a transportable, tangible, and packaged form; emphasis is placed on instructional, rather than informational materials. Three major types of decisions regarding educational products are addressed: product development, product screening, and product selection. Thirteen decision maker groups, ranging from product developers to state education agency personnel to students, are identified. Six clusters of product evaluation criteria are discussed: desirability, practicality, intrinsic quality, product development, user effects, and spinoffs. A framework for identifying criteria which are important to the various product sion-makers has been established as part of the effort to arrive at a consensus on minimum criteria. The desirability and feasibility of establishing common criteria for product evaluation are also discussed. (Author/MV)

ED 147 319

Metcalf, David R.

An Investigation of Cerebral Lateral Functioning and the EEG. Final Report.

Hewitt Research Center, Berrien Springs, Mich.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.: Office of Economic Opportunity, Washington, D.C.

Pub Date Jul 75 Grant-50079-G-73-02-1

Note—117p. EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Adolescents, Adults, *Cerebral Dominance, Cognitive Development, *Cognitive Processes, *Cognitive Style, Cogni-Dominance, Cognitive Development, *Cognitive Processes, *Cognitive Style, Cogni-tive Tests, Dyslexia, *Electroencephalography, *Lateral Dominance, *Performance Tests, Task Performance, Test Construction, Young Adults Forty-two volunteer subjects, mostly young adults, participated in developing a methodology for studying cognitive processes and cerebral lateral functions in relation to individual cognitive styles and age. Four test batteries were developed d refined in this study: the adult cognitive, the adult electroencephalogram (EEG), the children's cognitive, and the children's EEG. Subjects were given group cognitive tests four weeks prior to EEG testing and individual cognitive tests at the time of EEG testing. A resting EEG was obtained for ten minutes before the laterality cognitive testing. Start and stop times for each cognitive testing, start and stop times for each cognitive task and for the rest period were logged, and activation of right and left brain hemispheres was plotted. Input data were filtered with bandpass filters in order to evaluate relative EEG activation as indicated by the power and bandwidth of an activated hemisphere. For most subjects, there was no consistent use of one or another hemiere for any task; in fact, there were occasion shifts of activation from one hemisphere to the other. A uniquely different subject was a 13-year-old girl who had outgrown a mild dyslexia; the usual oscillation of dominance activity during task performance was lacking, and there was a failure to shift hemisphere-dominance in relation to task. Several of the tests are appended. (Author/MV)

ED 147 320 TM 006 522 [Test Analyses: Screening and Verification Instru-ments for Preschool Children. Volume II]. Pennsylvania State Dept. of Education, Har-

risburg. Pub Date [77]

Note-313p.; For related document, see ED 135

Descriptors—*Annotated Bibliographies,
*Diagnostic Tests, *Handicap Detection, Identification Tests, Norms, Preschool Children, Preschool Education, *Preschool Tests, School Pandiness Tests Cooring *Screening* "School Readiness Tests, Scoring, "Screening Tests, Test Interpretation, Test Reliability, Test Reviews, Test Selection, Test Validity Identifiers—Project CONNECT

This is the second of two volumes developed by Project CONNECT in order to enable local by Project CONNECT in order to enable local program personnel to determine the appropriate-ness of a test for a particular child. For 71 preschool tests the following information is presented, when available: title, whether the test is for screening or verification, bibliographic in formation, descriptive information, examinee ap-propriateness, administrative considerations, scoring and interpretation, implications for programming, normative data, technical aspects, references, and additional information. Test title and author indexes for both volumes are included. (MV)

ED 147 321 TM 006 544

Balke, Duane L. Slapar, Frank M.
Educational Accountability Implementation through the Use of Performance Objectives.
Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Pub Date Jun 72

Note—63p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Administrator Educati

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Administrator Education,

*Behavioral Objectives, *Educational Accountability, *Educational Objectives, Educational Programs, Evaluation Criteria, Feedback,
Inservice Teacher Education, *Instructional
Materials, Job Skills, Post Secondary Education, *Program Evaluation, Secondary Education, *Student Evaluation, Task Analysis,
Teacher Workshops, *Vocational Education
This publication is intended to train workshop
participants in writing performance objectives

participants in writing performance objectives and developing accountability measures. A glossary of terms, information on a works technique, recommended sequence for develop-ing an educational accountability program, and guidelines for writing and planning performance objectives are presented. A number of worksheets for writing performance objectives and for evaluating progress in vocational education courses are also included. (MV)

ED 147 322 TM 006 557

Premaratne, B.

Examination Reforms in Sri Lanka. Experiments and Innovations in Education No. 24. An International Bureau of Education Series.

United Nations Educational, Scientific, and Cul-

tural Organization, Paris (France).

Spons Agency—Asian Centre of Educational In-novation for Development, Bangkok novation (Thailand).

Pub Date 76

Available from—UNIPUB, P.O. Box 433, Murray Hill Station, New York, New York 10013

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—College Admission, *Developing Nations, *Educational Development, Health Nations, "Educational Development, Health Education, Intermediate Grades, Junior High Schools, Language, Mathematics, "National Programs, Physical Education, Program Evaluation, "Program Improvement, Science Courses, "Senior High Schools, Social Studies, Student Evaluation, Student Records, "Testing Programs, Vocational Education Identifiers—National Certificate in General Education, "Sri Lanka In January 1972. The Government of Sri Lanka

in January 1972, The Government of Sri Lanka reorganized the formal school system from 8-2-2 to 5-4-2 and introduced a new common curricuto 3-4-2 and introduced a new common curricu-lum to the junior secondary level in all schools. The National Certificate in General Education Examination (NGCE) was administered in December to the first group of pupils completing the new program. This study deals with certain measures that have been attempted in order to restructure the established examination system and its practices to accommodate the new demands. Specifically, the study deals with four projects: (1) the pilot examination of the NCGE Pattern, including the examination of the pre-voc tional study areas, the practical examination in health and physical education, and internal assessment in the social studies program; (2) con-tinuous evaluation of the teaching program at the junior secondary level; (3) conference-marking of examination papers and expediting the distribu-tion of results; and (4) admissions to the universi-ty through an examination and district quota system. (Author/MV)

TM 006 568 Leventhal, Arthur McCormack, James E. Educational Evaluation and Planning Package: Volume 3; Vocational Skills.

Massachusetts Center for Program Development and Evaluation, Medford.

Pub Date [76] Note-67p.; For related documents, see ED 119 414, ED 125 219-220; Type is small

throughout EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors-Adults, *Check Lists, Daily Living Skills, Educational Diagnosis, Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, *Handicapped Students, "Job Skills, Language Proficiency, Mathemati-cal Concepts, "Mentally Handicapped, "Performance Tests, Psychomotor Skills, Screening Tests, Social Maturity, Student Evaluation, Task Analysis, Work Attitudes Identifiers-Massachusetts

Education Evaluation and Planning Package provides a performance statement check list approach to the comprehensive educational evaluation required by Massachusetts law for special education students. The vocational area of this package is intended to be used to assess various skills necessary to hold a job. There are four components of this area: (I) The Vocational Screening Assessment, which provides an over-Screening Assessment, which provides an over-view of skills listed and an opportunity to deter-mine the vocational sub-areas which require in-depth evaluation, (2) the Vocational Per-formance Statements, which allow an extensive evaluation of specific vocational performance, (3) the Next Step Suggestions, which facilitate task sequencing and complimentary activity selec-tion, and which include a task analysis chart, skill cluster chart and three lists of represulting procluster chart and three lists of prerequisite program skills, and (4) the Objectives Worksheet, which aids in the translation of performance statements into behavioral objectives. (Author/MV)

ED 147 324 95 TM 006 572 Annual Evaluation Report on Programs Administered by the U.S. Office of Education: FY

Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date 77

Note—599p.; For related documents, see ED 125
109 and 115 655; computer printouts in Appendix A may reproduce poorly due to marginal legibility of original document
EDRS Price MF-\$1.16 HC-\$31.47 Plus Postage.
Descriptors—Adult Education, *Annual Reports,
Career Education, Compensatory Education
Programs, Developmental Programs, Disadvantaged Groups, Educational Legislation,
*Educational Programs, Elementary Secondary
Education. Evaluation Needs, Expenditures, *Education, Evaluation Needs, Expenditures, *Federal Aid, *Federal Programs, Han-dicapped, Higher Education, Minority Groups, Post Secondary Education, *Program Evalua-tion, Special Education, Student Financial Aid, Vocational Education

Identifiers—Elementary Secondary Education Act Title I, *Office of Education

Title I, "Office of Education
The sixth annual comprehensive evaluation report of the U.S. Office of Education (OE)
reviews approximately 90 programs administered
by OE as of September 30, 1976. It updates the
information in the fiscal year 1975 report by incorporating the results of evaluation studies
completed during FY 1976 as well as additional
information obtained from program operations. information obtained from program operations and monitoring activities. Elementary and secondary education, post secondary education, han-dicapped and special education, vocational and adult education, and developmental programs are described. Each program report outlines funding history, program goals and objectives, program operations, program scope, program effectiveness and current progress, and ongoing as well as planned evaluation studies. A discussion of the impact of evaluation findings on federal decision making, a progress report on the implementation of Title I evaluation requirements, a summary of current planning and evaluation contracts, and a report on the status of reports mandated by Con-gress are also included. (Author/GDC)

ED 147 325 TM 006 592 Love, Craig

An Interviewer's Basic Handbook.

Ohio Valley Regional Medical Program, Lexington, Ky.

Spons Agency—Department of Health, Educa-tion, and Welfare, Washington, D.C.

Note-41p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Po

DRS Price MF-\$0.83 HC-\$2.06 Plus Postage. escriptors—Confidentiality, Data Collection, *Guides, *Interviews, Public Relations, *Question Answer Interviews, *Questioning Techniques, Questionnaires, Problems, Sampling, *Surveys

This brief guide to interview training in survey research is designed for persons without previous training or experience in interviewing. Basic techniques of interviewing are presented in such a manner as to facilitate the training of persons with varying educational and socioeconomic backgrounds. Topics include: the interviewer's role in the survey, obtaining the interview, introducing the interview, choosing the place for the interview, handling refusals, asking the questions, recording the answers, closing the interview, and handling special problems. A brief bibliography and a glossary of interviewing terms are appended. (Author/MV)

ED 147 326 TM 006 595

Rojas, Virginia P.
District Utilization of the Statewide Testing Program. Occasional Papers in Education.
New Jersey State Dept. of Education, Trenton.
Div. of Research, Planning, and Evaluation.
Pub Date Jun 77

ote-55p.; Table on page 15 may not reproduce well due to marginal legibility of original docu-

ment EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage. EDRS Price MF-50.83 HC-\$3.50 Plus Postage.
Descriptors—Academic Achievement, *Basic Skills, Decision Making, Educational Improvement, Elementary Secondary Education, Information Dissemination, *Information Utilization, Mathematics, Reading, School Districts, Staff Role, *State Programs, Surveys, Tables (Data), *Testing Programs, *Test Results, *Use Studies Identifiers—*New Jersey
The New Jersey Educational Assessment Program (EAP) is a statewide testine program used

The New Jersey Educational Assessment Frogram (EAP) is a statewide testing program used to assess reading and mathematics achievement, and to provide useful information to educational decision makers at the state and local levels. In decision makers at the state and local levels. In May 1976, the State Department of Education conducted a survey of all local school superintendents regarding their districts' uses of the state-wide EAP data. Approximately half of the districts responded. The utilization survey questionnaire focused on four categories of action resulting from use of the data: program changes, instructional changes, administrative changes, and dissemination of information. Results showed that, of the responding districts, 63.9% and 72.9% used the statewide test data to modify their reading and mathematics curricula, respectheir reading and mathematics curricula, respec-tively. Moreover, 68.6% and 72.5% used the data to modify their instruction in reading and math matics, respectively. It was also reported that 86.4% of the districts compared the test data from year to year; and that 36.8% used the data to initiate administrative changes involving the use of funds, the use or addition of staff, or the conduct of inservice workshops. A copy of the school district utilization survey and tables presenting the survey results are included.
(Author/MV)

D 147 327 95 TM 006 601 valuation of the National Diffusion Network. Final Report. Volume I: Findings and Recom-ED 147 327

Stanford Research Inst., Menlo Park, Calif.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Report No—SRI-P-4385

Pub Date May 77 Contract-300-75-0260

Note-221p.; For related documents, see TM 006 651 and 806 EDRS Price MF-\$0.83 HC-\$11.37 Plus Posts

Descriptors—Adoption (Ideas), Change Agents, *Change Strategies, *Diffusion, *Educational Innovation, Elementary Secondary Education, Evaluation Methods, *Information Dissemination, Interagency Coordination, "National Programs, Program Development, "Program Evaluation, Regional Laboratories, School Districts, State Departments of Education, Success

Factors
Identifiers—*National Diffusion Network
Major findings, interpretations, and policy
recommendations developed from a national, indepth evaluation of the National Diffusion Network (NDN) are presented. Features of the NDN
approach to the dissemination of educational innovation include: local change as a goal, use of
specialized change agents, emphasis on interpersonal tactics to effect change, and the change
agent's orientation for the user of the innovation. agent's orientation for the user of the innovation. Primary goals of this evaluation were (1) to provide a comprehensive description of the evolu-tion, organization, objectives and operating

ED 147 328

TM 006 603

ED 147 528
Frield, Kenneth S. And Others
Assessment of the Forensic Sciences Profession:
Assessment of the Personnel of the Forensic Sciences Profession. Volume III.
Forensic Sciences Foundation, Inc., Rockville,

conventional educational outcomes. NDN interface with state education agencies, and the problems in effecting changes in urban schools.

Md.; National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C. Pub Date Mar 77

Contract-73-NI-99-0052-G

Note—461p.; For related documents, see TM 006 713 and ED 144 423

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (Stock Number 027-000-00503-9, \$5.35) EDRS Price MF-\$0.83 HC-\$24.77 Plus Por

Descriptors—Behavioral Sciences, Consultants, *Courts, Criminal Law, Educational Background, Employment Patterns, Individual Characteristics, Job Satisfaction, Job Training, *Law Enforcement, National Surveys,
*Occupational Surveys, *Paraprofessional Personnel, Professional Personnel, *Scientific Per-

Identifiers-*Forensic Science, *Witnesses

A state-of-the-art assessment is presented of the number, training, and experience of scientific and paraprofessional personnel serving the criminal justice system as expert witnesses. The study concentrated on the following disciplines: criminalists, coroner/medical examiner personnel (especially forensic pathologists), forensic anthropologists, forensic odontologists, forensic psychiatrists, forensic toxicologists, questioned document examiners, and evidence technicians. The target population included individuals who had testified in criminal proceedings as an expert witness in any of the above fields, between 1969 and 1974. A total of 7,007 questionnaires were distributed; 1,958 were returned for a 28% response rate. This volume presents the survey results for each discipline: the speciality is defined; background characteristics of the respondents and terms of their employment are outlined. Problems noted by the specialists and their suggestions for improvement are also their suggestions for improvement are also discussed. General findings and recommendations for the entire project—which also included a compilation of educational institutions and a survey of practicing judges and lawyers—are included. (MV)

ED 147 329

TM 006 610

Harrison, David Evaluating Education Action Projects. Pub Date Jun 76

Note-16p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. cation, Adult Education Programs, Basic Skills, Check Lists, Educational Assessment, evaluation Methods, "Models, Post Secondary Education, Program Effectiveness, "Program Evaluation, Program Planning, Program Prog Proposals

Proposals
Several of the available methods of program
evaluation are discussed, with emphasis on adult
basic education projects. The following evaluation models are presented: intuitive judgment,
cost/benefit analysis, experimental research, and
a synthetic approach which includes planning, action, and evaluation. The author also presents his
Project Matrix, which integrates all six phases of Project Matrix, which integrates all six phases of the synthetic planning model-needs, goals, objec-tives, resources, actions, and the evaluation plan. A check list of key questions for project proposals, project action, and project evaluation is appended. (GDC)

ED 147 330 TM 006 624

Bower, Cathleen P. Renkiewicz, Nancy K.
A Handbook for Using the Student Outcome
Questionnaires. Field Review Edition.

estern Interstate Commission for Higher Educa-tion, Boulder, Colo. National Center for Higher ication Management Systems. Pub Date Feb 77

Note-80p.; For related document, see TM 006 746; questionnaires may not reproduce well due to characteristics of original document

Available from—National Center for Higher Edu-cation Management Systems Publications, P.O. Drawer P. Boulder, Colorado 80302 (set of four questionnaires, \$0.50, discounts on larger

quantities)
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—College Graduates, *College Students, Community Colleges, Costs, *Data Analysis, Data Collection, Data Processing, Dropouts, *Followup Studies, Graduate Students, *Guides, Higher Education, Institutional Research, Junior College Students, Participant Satisfaction, Persistence, Post Secondary Education, *Questionnaires, Scoring Student Atcation, *Questionnaires, Scoring, Student Attitudes, Student Characteristics, *Surveys, Test Interpretation, Test Results, Undergraduate Students

Identifiers-*Student Outcomes Questions This guide to surveying college students, graduates, and dropouts accompanies The Student Outcomes Questionnaires developed by the National Center for Higher Education Management Systems. Student outcomes are defined as the results or consequences of a student's enroll in a post secondary educational program. The Student Outcomes Questionnaires are designed for either community colleges or four-year colleges and universities; separate forms are available for entering students, nonreturning students, former students, graduates, those who completed a program, and recent alumni. Each of these forms and a general followup questionnaire are included. The student outcomes measured by these questionnaires include information on student's background, goals, aspirations, plans, attitudes, activities, educational plans, occupational choices, and reasons for making certain decisions. Guidelines for data collection, planning and administration of surveys, coding and data processing, data analysis, and presentation of results are discussed. (GDC)

TM 006 635 nuth Carolina Statewide Testing Program 1976-77. General Report. Office of Research Report Series, Vol. 1, No. 32.

South Carolina State Dept. of Education, Columbia. Office of Research

Pub Date Aug 77

Pub Date Aug 77
Note—194p; For related documents, see ED 121
847 and TM 006 642; Some tables and charts
are marginally legible due to type size
EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.
Descriptors—*Academic Achievement, Achievement Tests, Basic Skills, "Comparative Analysis, Compensatory Education Programs, Disadvantaged Youth, Elementary School Students,
Elementary Secondary Education. Grade 3. Elementary Secondary Education, Grade 3, Grade 6, Grade 11, National Norms, *Norm Referenced Tests, Secondary School Students, State Programs, Statistical Analysis, Tables (Data), *Testing Programs, *Test Results, Test Validity

Identifiers-Comprehensive Tests of Basic Skills, *South Carolina, *South Carolina Statewide

*South Carolina, *South Carolina Statewise Testing Program
The Statewide Testing Program assessed the achievement of South Carolina students in grades 3, 6, and 11. The Comprehensive Tests of Basic Skills, Form S (CTBS/S) were used to measure achievement in reading, language, mathematics, reference skills, science, and social studies. Over 126 000 students: representing 91 of South 126,000 students, representing 91 of South Carolina's 92 school districts, participated in the testing program. The results of the 1976-1977 testing activities are presented. The report discusses the performance of South Carolina students in relation to the nation's performance, and analyzes the results according to race, sex, Title I status, grade level, and skills tested. The purpose of the program, the methodology used, and the interpretation of the test scores are also described. (DSE) ED 147 332 TM 006 640

Young, Peter Adams
A Culture-Free Performance Test of General Learning Ability. Pub Date Dec 75

Note-78p.; Master's Thesis, Naval Postgraduate Available from-National Technical Information

Available from—National Technical Information Service, Springfield, Virginia 22161 (ADA025412/8GA, MF \$3.00, HC \$6.00)

Document Not Available from EDRS.
Descriptors—*Ability, Ability Identification, Cognitive Processes, *Culture Free Tests, *Discrimination Learning, Enlisted Personnel, *Learning Characteristics, *Nonverbal Tests, Pacing, Performance Tests, Personnel Selection, Predictive Validity, Racial Differences, Test Bias, *Test Construction, Test Reliability, Visual Stimuli Visual Stimuli

Identifiers-Navy Random polygons were used as stimuli in a two-choice multiple discrimination learning paradigm designed to test individual learning ability. A nonverbal test was developed in order to avoid the cultural and racial bias which, according to the author, is inherent in verbal tests. cording to the author, is inherent in verbal tests. Information processing rate (IPR) was used as the measure of learning ability. Variables in the test design were: racial group (white or nonwhite), pacing mode (self-paced or machine-paced), and stimulus similarity. Subjects were 121 white and 39 nonwhite male Navy recruits. Over ten trials, a learning effect was demonstrated, with overall internal test reliability of .84. White performance was superior to nonwhite only in the machine-paced mode. Significant cor-relation between IPR and Navy General Classifi-cation Test scores was seen for the entire group, but was present only in the white subgroup when the sample was divided by race. Stimulus similarithe sample was divided by race. Sumulus similarity did not prove to be a significant factor. It was concluded that a reliable, culture free test of general learning ability was practicable, although its validity with respect to actual job performance has yet to be established. (Author/BW)

ED 147 333 TM 006 641

Sjogren, Clifford F.
Diversity, Accessibility, and Quality: A Brief Introduction to American Education for Non-Americans.

College Entrance Examination Board, New York, N.Y.

Spons Agency—Bureau of Educational and Cul-tural Affairs (Dept. of State), Washington,

Pub Date Jun 77

Note—42p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Accreditation (Institutions), College Admission, Colleges, Community Colleges, Degrees (Titles), *Education, *Educational Programs, Elementary Secondary Education, Equivalency Tests, Federal State Relationship, *Governance, Grades (Scholastic), *Higher Education, International Educational Exchange, Junior Colleges, Post Secondary Education, Standardized Tests, Student Evaluation, Universities
Identifiers—*United States

elected characteristics of the American educational system are briefly described. This paper is intended for the specific use of the German-American Educational Equivalency Project, a American Educational Equivalency Project, a cooperative effort between educators of the Federal Republic of Germany and the United States to clarify certain aspects of their respective educational systems. The paper examines aspects of American education which have particular importance in programs of student exchange, but may be misunderstood by non-American educators. They include: (1) the philosophical assumptions underlying American education, (2) the organization and control of primary, secondary, and post secondary education, (3) the variety of types of institutions and the programs they offer, (4) of institutions and the programs they offer, (4) methods of measuring student performance, including both grades and test scores, and (5) quality control mechanisms, such as accreditaquality control metion. (Author/BW)

ED 147 334 South Carolina Statewide Testing Program 1976-77. Summary Report. Office of Research Report Series, Vol. 1, No. 33.

South Carolina State Dept. of Education, Columa. Office of Research.

Pub Date Sep 77

Note—34p.; For related documents, see ED 121 847 and TM 006 635 EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—*Academic Achievement, Achievement Tests, Basic Skills, Comparative Analysis, Compensatory Education Programs, Disadvantaged Youth, Elementary School Students, Elementary Secondary Education, Grade 3, Grade 6, Grade 11, National Norms, *Norm Referenced Tests, Secondary School Students, *State Programs, *Testing Programs, *Test

Identifiers entifiers—Comprehensive Tests of Basic Skills, *South Carolina, *South Carolina Statewide

Testing Program

Testing Program

This summary report is intended to provide answers to questions that local school personnel may have about the procedures used in the 1976-77 South Carolina Statewide Testing Program and the resulting data. The Comprehensive Tests of Basic Skills, Form S (CTBS/S)—which measure reading, language, mathematics, science, social studies, and reference skills—were administered to 126,902 South Carolina students in grades 3, 6, and 11. The results for each subject area are and 11. The results for each subject area are presented for all students and for Title I students. These results are briefly compared to previous years of testing and to national norms on the same tests. (Author/GDC)

ED 147 335

Reed, Horace B.

Evaluation of Alternative Approaches to Teacher Preparation Pub Date 75

TM 006 643

EDRS Price MF-\$0.83 HC-\$2.06 Plus Posts EDICS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Beginning Teachers, College Graduates, Data Analysis, *Educational Alternatives, Educational Programs, "Graduate Surveys, Higher Education, "Preservice Education, Pro-gram Attitudes, "Program Evaluation, "Teacher Education, Teacher Persistence, Vocational Followup

Identifiers-University of Massachusetts

Two hundred seventy-one graduates of 19 University of Massachusetts alternative teacher preparation programs rated these alternative programs on 48 variables. Questions on training, classroom teaching experience, program affilia-tion, and current employment status were in-cluded. The hypothesis that students who were enrolled in different teacher education programs would have distinguishable differences in attitude, employment experience, and so on, was supported. The graduates tended to agree on their perceptions of each program, but differed greatly on whether these program characteristics were rated favorably or unfavorably. The results are briefly compared to the findings of a similar study conducted among the previous year's graduates. Tabular data which present the overall results of the questionnaire, as well as a comparative analy-sis of the program variables, are appended. (Author/MV)

ED 147 336 TM 006 646 Report of the NEA Task Force on Testing, Reprinted from Reports of Committees, Councils, and Task Forces 1974-75. National Education Association, Washington,

D.C. Pub Date Jul 75

Note—IIp.; Paper presented at the Annual Meet-ing of the National Education Association (54th, Los Angeles, California, July 2-8, 1975); also available in TM 006 639

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDRS.
Descriptors—Access to Education, Achievement
Tests, Court Litigation, Culturally Disadvantaged, Disadvantaged Youth, Economically
Disadvantaged, Elementary Secondary Education, Ethnic Groups, Government Role, Intelligence Tests, Minority Groups, Non English
Speaking, "Standardized Tests, Standards,
Student Evaluation, "Teather Associations,
"Teacher Evaluation, "Test Bias, "Testing
Problems, Testing Programs
Identifiers—Testing Industry
The National Education Association (NEA)
Task Force on Testing's position statement on

The National Education Association (NEA) Task Force on Testing's position statement on educational and psychological testing, originally presented at the 1973 Representative Assembly. of NEA, is reinforced for the 1975 assembly. In summary, the task force believes that the major use of tests should be to improve instruction—to diagnose learning difficulties and to plan learning

activities in response to learning needs. Tests must not be used in any way to label and classify students, to track students into homogeneous groups, to determine educational programs, to etuate an elitism, or to maintain some groups and individuals in their place near the bottom of the socioeconomic ladder. In short, tests must not be used in ways that will deny any student full access to equal educational opportunity. Furthermore, the task force encourages NEA to continue seeking appropriate ways of countering the widespread misuses and abuses of testing as they relate to evaluation of students and teachers, particularly those with different economic subtreal ticularly those with different economic, cultural, or linguistic backgrounds. Important court deci-sions concerning testing are presented. Position papers developed by the task force are described, and a brief bibliography is appended. and a bri (Author/MV)

ED 147 337 TM 006 647

Boston, Guy D.
Techniques for Project Evaluation. A Selected
Bibliography.
National Inst. of Law Enforcement and Criminal stice (Dept. of Justice/LEAA), Washington,

Pub Date Aug 77

Note—71p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

A provated Bibliographies, Com-

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—*Annotated Bibliographies, Community Programs, *Correctional Rehabilitation,
Criminal Law, *Evaluation Methods, Federal
Programs, *Law Enforcement, *Program
Evaluation, State Programs
This annotated bibliography of documents
discussing program evaluation methodologies was
compiled in order to help federal, state, and local
law enforcement agencies improve their evalua-

law enforcement agencies improve their evalua-tion activities. The three major categories in-clude: (1) techniques and methodology for evaluation of criminal justice projects, (2) evaluation methods and problems associated with re-lated types of programs, such as social welfare, manpower administration, and mental health projects, and (3) general references on program evaluation. (Author/MV)

ED 147 338

TM 006 649 Primary Mental Abilities at Collective and In-dividual Level. No. 60. Gothenburg Univ. (Sweden). Inst. of Education. Pub Date Oct 77

Note-67p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Ability Identification, *Cognitive
Ability, *Cognitive Tests, Elementary Secondary
Factor Analysis, Grouping
Procedures, *Individual Differences, Performance Factors, *Predictor Variables,
Statistical Analysis, Student Characteristics, Tables (Data), *Test Results
Identifiers—Sweden
According to Crophach's method of data analysis.

Identifiers—Sweden
According to Cronbach's method of data analysis—which decomposes individual scores into separate components for different levels of aggregation—data collected for an investigation of the development of individual differences in ability test scores from grade 4 through grade 9 were grouped into school district, class, and individual components. Demographic characteristics of components. Demographic characteristics of neighborhoods, self-selection of academic versus general programs, instructional emphasis, and ir-regularities in test administration were used to explain the test score variation between schools and districts. First-order factor analyses at the indistricts. First-order factor analyses at the in-dividual level showed the standard primary men-tal abilities pattern. Second-order analyses grouped the primary factors into one "power" and one "speed" factor. These same factors were also found in the analyses of class means; how-ever, the processes behind the factors at the class level were likely to be different from those operating at the individual level. (Author/MV)

ED 147 339 TM 006 650

A Note on the Correlations between Increments, Cumulated Attainment and a Predictor. No. 62. Gothenburg Univ. (Sweden). Inst. of Education. Pub Date Oct 77

Note-30p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—Academic Achievement, Academic Aptitude, "Achievement Gains, "Correlation, "Knowledge Level, Learning, "Mathematical Models, Predictor Variables, Retention, Task Analysis, "Task Performance, "Units of Study

A model demonstrates how low correlations for academic achievement in separate units of in-struction can be compatible with high correla-tions for cumulated achievement. The unit achievement is assumed to consist of a taskspecific part and a part correlated with a predic-tor. When units of learning are cumulated, attri-tion of earlier learning takes place according to a certain retention ratio. This paper illustrates how correlations with achievement in other tasks and with a predictor are affected by the cumulation process, using various patterns of parameter values. (Author/MV)

ED 147 340 95 TM 006 651

Enrick, John A. Peterson, Susan M. Evaluation of the National Diffusion Network. Final Report. Volume II: Technical Supplement. Stanford Research Inst., Menio Park, Calif.

Sons Agency—Office of Education (DHEW),
Washington, D.C.
Report No—SRI-P-4385
Pub Date May 77
Contract—300-75-0260

Note—239p.; For related documents, see TM 006 601 and 806; Some tables may be marginally legible due to small type EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.
Descriptors—Change Agents, Change Strategies,
Data Analysis, *Data Collection, Diffusion,
Educational Innovation, Elementary Secondary
Education, *Evaluation Methods, *Information
Dissemination, Multiple Regression Analysis,
National Programs, Participant Characteristics,
Predictor Variables, Program Development,
*Program Evaluation, Questionnaires, Regional
Laboratories, School Districts, State Departments of Education, *Statistical Analysis,
*Tables (Data) *Tables (Data)
Identifiers—*National Diffusion Network

The National Diffusion Network provides a model for the adoption of outstanding educational programs. This second volume of the Final Report on the Evaluation of the National Diffusion Network consists of a series of technical sup-plements to Volume I, which contains the findings and recommendations. These technical supplements provide details of the evaluation methodology, the statistical treatment of evalua-tion evidence and the supplementation. tion evidence, and the survey instrumentation. Data from the questionnaires completed by participants have been tabulated, and are included. (MV)

ED 147 341 TM 006 653

A Process for the Evaluation of Training.
Civil Service Commission, Washington, D.C. Training Leadership Div.

Pub Date [76]

Note—36p.; Best copy available EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—"Educational
"Educational Programs, "Evaluation Methods,
Evaluation Needs, Federal Government,
"Government Employees, Guidelines, "Job
Training, Manpower Development, "Program
Evaluation, Trainees, Training Objectives
The process of evaluating the training of
federal civil service employees is summarized in
three phases: (1) the focus—establishing the scope
and objectives of the evaluation effort, (2) the
plan-developing a blueprint for conducting the
project, and (3) the implementation—obtaining
necessary data, interpreting them, and providing necessary data, interpreting them, and providing conclusions and recommendations to the client. This introductory pamphlet includes flow charts, a brief glossary, and an annotated list of 20 references. (Author/CTM)

ED 147 342 TM 006 654

Heall, Gene E. And Others

Measuring Stages of Concern about the Innovation: A Manual for the Use of the Soc
Questionnaire.

Questionnaire.
Texas Univ., Austin. Research and Development
Center for Teacher Education.
Spons Agency—National Inst. of Education
(DHEW), Washington, D.C.

Pub Date 77

ote-104p.; For related document, see TM 006 382; Appendix C is marginally legible due to

type size
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—*Attitude Tests, Changing Attitudes, Educational Change, Elementary
School Teachers, Elementary Secondary Education, *Instructional Innovation, Manuals,
Measurement Techniques, Questionnaires,

Scoring, *Teacher Attitudes, Test Construc-tion, *Test Interpretation, *Test Reliability, tion, *Test I

Identifiers-*Stages of Concern Questionnaire

(Hall et al)

The Stages of Concern Questionnaire (SoC) was developed to assess the seven hypothesized Stages of Concern About the Innovation. These stages of concern are a primary dimension of the Concerns Based Adoption Model developed at the Texas Research and Development Center to conceptualize and facilitate educational change. This manual describing the development of the measure has been designed to serve the needs of researchers, facilitators of change, and users of the SoC questionnaire. Both psychometric and in-terpretative information are included. The stages of concern are defined, the questionnaire is described, reliability and validity data are presented, and administration and scoring directions are given. The complete SoC questionnaire and sample data for computer processing are appended. (Author/MV)

ED 147 343

TM 006 687

Myers, Charles T. Test Fairness: A Comment on Fairness in Statisti-

cal Analysis. Educational Testing Service, Princeton, N.J. Report No-ETS-RB-75-12

Pub Date Apr 75

Note—12p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Analysis of Covariance, Equated Scores, "Mathematical Models, Statistical Analysis, "Statistical Bias, "Test Bias, Testing Problems, "Test Interpretation Identifiers—Equipercentile Equating Method

Fairness or unfairness may be an attribute of a test per se, or of its use, or of its statistical treatment. An hypothetical situation designed to be intrinsically fair and unbiased is used to show that analysis of covariance as a statistical method may introduce bias to the treatment of test scores. In contrast, equipercentile equating methods are shown, in this situation, to result in a fair and unbiased treatment of test scores. A graphic figure illustrates the comparison of the two different methods of analysis. (Author)

ED 147 344 TM 006 712 Proceedings of the Annual Conference of the Military Testing Association (18th, Gulf Shores, Alabama, October 18-22, 1976).

Military Testing Association.; Naval Education and Training Program Development Center, Pensacola, Fla.

Pub Date Oct 76

Note—1,457p.; Papers presented at the Annual Conference of the Military Testing Association (18th, Gulf Shores, Alabama, October 18-22, 1976); Best copy available EDRS Price MF-52.67 HC-\$78.37 Plus Postage.

Descriptors—Aptitude Tests, Computer Assisted Instruction, *Conference Reports, Criterion Referenced Tests, Educational Objectives, Enlisted Personnel, *Evaluation Methods, Females, *Job Analysis, Job Skills, *Military Personnel, Military Training, Occupational Tests, Officer Personnel, Performance Tests, Personnel Evaluation, Personnel Selection, Predictive Ability (Testing), Promotion (Occupational), Test Bias, Test Construction, Testing, Test Reliability, Test Validity, Vocational Aptitude

Identifiers—Adaptive Testing, *Military Testing Association

The 75 papers included in these conference proceedings discuss testing conducted by the different brances of the armed forces. The importance of relating necessary job skills to the skills measured by the tests administered to the job applicants is emphasized. Various evaluation methods-including peer rating, aptitude testing, adaptive testing, performance or skill qualification testing, computer assisted testing, and job knowledge analysis—are used for personnel selec-tion and evaluation regarding advancement. Ad-ditional topics discussed at the symposium in-clude: the evaluation of military training programs, job satisfaction surveys, impact of female personnel in the military, and test construction. The By-laws of the Military Testing Association are appended. (GDC) ED 147 345

TM 006 713

Schroeder, Oliver, Jr.
Assessment of the Forensic Sciences Profession: A Legal Study Concerning the Forensic Sciences Personnel. Volume III.

Fersonnet, Volume III.

Forensic Sciences Foundation, Inc., Rockville, Md.; National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Mar 77

Grant, 27 20 20 20 20 20 20

Grant-73-NI-99-0052-G

Note—296p.; For related documents, see TM 006 603 and ED 144 423

vailable from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 027-000-00504-7,

EDRS Price MF-\$0.83 HC-\$15.39 Plus Por Descriptors—Behavioral Sciences, Consultants, *Courts, *Criminal Law, Data Analysis, Decision Making, Evaluation Criteria, Law Enforcement, Lawyers, Literature Reviews, *National Surveys, Personnel Evaluation, Personnel Selection, Police, Professional Personnel, Questionnaires, *Scientific Personnel, Tables (Data), *Use Studies Identifiers-*Forensic Judges,

The place and function of forensic sciences personnel in American criminal law and court procedure, and the criteria used by criminal trial judges and lawyers to assess the value of forensic sciences personnel were investigated. Federal, state, Virgin Island, and Puerto Rican laws were examined, and a search of the medical and legal literature provided information on the training of merature provided information on the training of forensic science personnel as related to contemporary criminal justice. A survey questionnaire was mailed to 5,500 practicing criminal court judges and lawyers; a 26% response was obtained. Results showed that (1) judges, lawyers, and police officers lack appreciation of the contribution of the forensic sciences to criminal justice proceedings; (2) defense counsels are often unable to locate or to afford appropriate aid from proceedings; (2) defense counsers are once the ble to locate or to afford appropriate aid from forensic sciences personnel; and (3) data support the value of the behavioral sciences, such as the value of the behavioral sciences, such as psychiatry, to law practitioners, especially for sentencing decisions. A brief bibliography, a com-pilation of individual survey responses, and detailed information from the computer analysis es, and of the survey findings are appended.
(Author/MV)

ED 147 346

TM 006 715

McCormick, Ernest J. And Others
The Use of the Position Analysis Questionnaire
(PAQ) for Establishing the Job Component
Validity of Tests. Report No. 5. Final Report.
Purdue Univ., Lafayette, Ind. Dept. of Psycholog-

ical Sciences.

ons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Pub Date Jun 77

Contract-N00014-76-C-0274

Note-29p.; For related document, see ED 137 EDRS Price MF-\$0.83 HC-\$2.06 Plus Posta

*Scriptors—*Aptitude Tests, Cluster Analysis *Job Analysis, *Occupational Tests *Standardized Tests, *Test Validity *Vocational Aptitude

Component Validity, *Position Analysis
Questionnaire

The Position Analysis Questionnaire (PAQ), a structured job analysis questionnaire that pro-vides for the analysis of individual jobs in terms of each of 187 job elements, was used to establish the job component validity of certain commercially-available vocational aptitude tests. Prior to the general analyses reported here, a statistical analysis was carried out with the attribute profile data of the General Aptitude Test Battery (GATB) of the U.S. Employment Service as the possible basis for the prediction of aptitude requirement of jobs. In addition, a cluster analysis requirement of jobs. In addition, a cluster analysis was carried out using a hierarchical grouping technique as applied to scores on 13 "overall" dimensions of the PAQ. The final analyses consisted of using as a sample jobs for which test data and PAQ analyses were available. A separate analysis was carried out for each of five of the constructs represented by the GATB tests. These included general intelligence, verbal aptitude, numerical aptitude, spatial aptitude, and clerical perception. Results of the analyses generally supported the potential use of a structured job analysis procedure such as represented by the PAQ as the basis for the establishment of aptitude requriements for jobs for at least certain aptitudes. (Author/MV)

TM 006 717

BD 147 547 Bierschenk, Bernhard Research Planning from a Micro-Ecological Per-spective: Summary of Interview Study. Educa-tional and Psychological Interactions No. 60. School of Education, Malmo (Sweden). Dept. of

Educational and Psychological Research. Pub Date 77

Note—34p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Research,

*Educational Research, *Educational Research, *Educational Research, *Educational Research Influences, Information Utilization, Motivation, *Planning, Research Criteria, *Research Design, *Research Methodology, *Research Problems, Scientific Methodology

Empirical information is presented on how researchers at Swedish institutes of education perceive, structure, and define educational and psychological problems. The collection, evaluations are structured to the collection of the tion, and presentation of the results of the study were made on the basis of system theoretic aswere made on the basis of system theoretic assumptions in that the description and analysis of the initial phase of the research process was made from a micro-ecological perspective. This orientation focuses on the analysis of the constraints that influence the researcher's possibilities. straints that influence the researcher's possibili-ties for action, and permits the application of a psychological model that emphasizes the researcher's possibilities for action. The model in-cludes the following components: (1) the researcher's motivation, (2) the researcher's per-ception of problems (i.e. the generation of ideas, norms, and values), (3) the researcher's choice, transformation and structuring of problems, and the generation of hypotheses. (4) the researcher's the generation of hypotheses, (4) the researcher's choice of strategies concerning the search for in-formation, the design and implementation of research plans, (5) the researcher's choice of methods and techniques for information and documentation of research results, design of in-methods collections and excession of data vestigations, collection and processing of data, (6) the researcher's frame of reference (i.e. the extent to which he or she identifies with a particular discipline) and (7) the formal and informal organizations within which researchers work. (EVH)

ED 147 348 TM 006 718 Suggested Guidelines for the Development and Implementation of a Continuous Uniform Evaluation System. Arizona State Dept. of Education, Phoenix.

Pub Date [77]

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Achievement, *Basic

Ote—3-0p.

DRS Price MF-\$0.83 HC-\$2.06 Plus Possage.
escriptors—Academic Achievement, *Basic Skills, Criterion Referenced Tests, Elementary Secondary Education, *Guidelines, Individualized Instruction, Mathematics, Performance Based Education, *Program Development, Reading, School Districts, *State Programs, *Student Evaluation, Testing Programs, Writing Maniflers—*Arizona, Continuous Uniform Identifiers—* Arizona, Evaluation System

The Continuous Uniform Evaluation System (CUES) provides the means for Arizona school districts to demonstrate accountability for achieving the goal of assisting all public school students in Arizona to develop the basic skills of reading, writing, and computation. These suggested guidelines for the development and implementation of a continuous criterion-referenced evaluation states water water development in order to assist the section system were developed. tion system were developed in order to assist school districts in their efforts to comply with the CUES mandate while meeting the educational needs of their particular communities. This outline of the essential elements of the CUES system includes a discussion of the scope and sequence of instruction, performance objectives, the criterion-referenced approach to evaluation, the need for and nature of alternative learning plans, a record keeping system, and a parent reporting system. The roles of district and school adminissystem. The roles of district and school adminis-trators and instructional staff, and suggested steps for the development and implementation of the CUES are also listed. A guide to resources availa-ble through the Educational Information Center of the Arizona Department of Education is ap-pended. (Author/MV) ED 147 349

TM 006 719

Hayes, Donald S. Clark, Judy Familiarity of Test Materials and Preschoolers' on of Polar Adjectives. Comprehension Pub Date [77]

Note-13p.; Paper presented at the Annual Meet-ing of the Eastern Psychological Association (48th, Boston, Massachusetts, April 13-16,

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

DAS FIRE ME-\$1.03 HC-\$1.07 Fins Postage. escriptors—*Adjectives, Age Differences, Cognitive Development, Cognitive Processes, Comprehension, *Perception Tests, Performance Factors, *Preschool Children, Preschool Education, Semantics, *Stimulus Generalization, Test Reliability, Transfer of Training, *Visual Stimuli *Vocabulary Development.

Stimuli, "Vocabulary Development
The effect of stimulus familiarity on the comprehension of polar adjectives by preschool chidren was examined by administering a perceptual judgment task. The children's ability to indicate the correct object illustrating a particular word was assessed. Antonyms representing opposite dimensions of quantity, height, length, or size were presented. Although the overall level of per-formance was highly accurate, the number of correct responses varied significantly as a function of rect responses varied significantly as a function of a word's polarity, and dimension tested, and the familiarity of the test objects. Even though preschoolers are usually reported to respond to the marked forms of polar adjectives as if they meant the same as the unmarked forms, such asymmetry in comprehension was found to be largest for the quantity dimension and to occur primarily on the unfamiliar test materials. The findings suggest that: (1) children's initial understanding of such terms may be situation specific; and (2) their asymmetry in performance may reflect a failure to apply existing cognitive structures in new situations. (Author/MV)

ED 147 350

TM 006 746

Keeton, Morris T. And Others Experiential Learning: Rationale, Characteristics

Report No-NCHEMS-TR-103D Pub Date 76

Note—61p.; ; Parts of appendix and tables may be marginally legible due to small type Available from—Jossey-Bass Inc., Publishers, 615 Montgomery Street, San Francisco, California

94111 (\$12.95)

Decument Not Available from EDRS.
Descriptors—College Credits, College Students,
Cost Effectiveness, Credentials, *Educations. History, *Educational Objectives, *Evaluation Methods, Evaluation Needs, Evaluators, Higher Education, *Individual Development, Informal Assessment, Interpersonal Competence, *Learning Processes, Post Secondary Educa-tion, Special Degree Programs, Standards, ident Evaluation

Identifiers—*Arapahoe Community College CO, Student Attrition, *Student Outcomes Questionnaire

The history of post secondary education in the U.S., and the role of experiential learning in its improvement are discussed. Topics of disinclude: the relationship of experiential learning to individuals' information processing, the need to clarify objectives, and the potential effect of new educational objectives on teaching and in-stitutions of higher education. The cost effectiveness of experiential learning and implications for university administration are also discussed. The contributors address the state of the art in the assessment of experiential learning, recommend standards for assessment, and suggest approaches to the improvement of assessment practices. (Author/MV)

ED 147 351

TM 006 748

Handleman, Chester
The Decline in Academic Standards.

Pub Date [77]

Note-18p. EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Academic Achievement, *Academic Failure, *Academic Standards, Admission Criteria, Affective Objectives, *Basic Skills, Cognitive Objectives, Conventional Instruction, Educational Quality, Educational Trends, Elementary Secondary Education, Employment Qualifications, Expenditure Per Student, *Failure Factors, Higher Education, High School Graduates, *Instructional Innovation, *Public Opinion, Student Teacher Ratio Identifiers—Grade Inflation, Test Score Decline

Reports from the popular media indicate that the public is demanding a return to the teaching of basic skills, instead of supporting educational innovations which emphasize affective rather than cognitive objectives. Concerned with declining academic achievement at all levels of education academic achievement at all levels of education and with the inadequate job skills of high school graduates, the public is now questioning preferential college admission and relaxed standards for curriculum, instruction, grading, and student promotion. Various studies have discretized the idea that details and the control of the contr student promotion. Various studies have dis-credited the idea that educational innovations are related to higher achievement. Furthermore, no relationship has been found between academic achievement and per pupil expenditures. The author recommends that educational theorists author recommends that constant and repeated de-mand, and that they question their own commit-ment to the expensive innovative programs which have mushroomed during the last decade or two. More rigorous academic standards may result in fewer academically successful students. However, the author suggests that the low achieving stu-dents may find rewarding careers in nonacademic fields. (CP)

ED 147 352

TM 006 749

Myers, Charles T. Bias and Interpretation: Cases for Ordinal Mea-

Educational Testing Service, Princeton, N.J. Report No-ETS-RM-73-18

Pub Date Sep 73
Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (81st, Montreal, Quebec, Canada, August 27-31, 1973) EDRS Price MF-\$0.83 HC-\$1.67 Plus Por

DRS Price MF-\$0.83 HC-\$1.67 Plus Postage, escriptors—*Analysis of Covariance, College Students, Equated Scores, *Grade Point Average, Grades (Scholastic), Higher Education, High School Students, *Mathematical Models, Pass Fail Grading, *Scores, Senior High Schools, Standardized Testa, Statistical Analysis, Student Distribution, *Test Beisa, *Test Interpretation, Test Beliability. Analysis, Student Distribution, *
*Test Interpretation, Test Reliability Identifiers-Equipercentile Equating Method,

*Ordinal Scales

High school and college grades are suggested to have the nature of ordinal scales rather than interval scales; hence the median is the appropriate and preferred average, rather than the mean. The use of a median grade point average has some of the major advantages of pass-fail grading. Assuming grades to be ordinal rather grading. Assuming grades to be chimal value, than interval data suggests that estimates of test bias should not be subjected only to analysis of covariance. As an alternative, equipercentile equating procedures are suggested as a method of studying bias that would tend to be more favorable for low-scoring groups. (Author)

ED 147 353

TM 006 789

Webb, Kenneth W. And Others

Evaluation of Cost-Effectiveness of Services Provided to Abused and Neglected Children and Their Families under Titles IV-A and IV-B. Volume I and Volume II.

Burt Associates, Inc., Bethesda, Md.

ons Agency—Social and Rel (DHEW), Washington, D.C. Social and Rehabilitation Service

Pub Date Sep 75 Contract—SRS-74-31

Note-504p.; Parts may be marginally legible due to small type EDRS Price MF-\$1.00 HC-\$27.45 Plus Po

EDRS Price MF-\$1.00 HC-\$27.45 Plus Postage.
Descriptors.—*Child Abuse, Community Agencies (Public), *Cost Effectiveness, Costs, Data Collection, *Demonstration Programs, *Evaluation Methods, Family Programs, Federal Programs, *Neglected Children, Program Evaluation, Social Agencies, *Social Services, State Agencies, Tables (Data)

-Social Security Act Title IV A, Social

Security Act Title IV B An evaluation system for Security Act 1 title IV B
An evaluation system for measuring the cost effectiveness of protective services for abused and neglected children was developed and field tested. The system permits the collection and analysis of definitive, quantifiable data to determine: (1) which service agencies, individually, or as aggregated by states or regions, are most effective in reducing recidivism and severity of abuse for the dollars spent, (2) trends in the cost effectiveness of service agencies, (3) the comparative cost effectiveness of serving specific groups, such as urban children, rural youngsters, etc., and (4) the cost of providing services to clients who achieve protective services objectives as com-pared with clients who do not achieve agency ob-jectives. The system was installed as a demonstra-tion project at two sites that annually provide a full range of services for at least 400 cases of abuse or neglect and serve a varied client group. Extensive data is reported on the utility of the cost effectiveness evaluation system based on its use at the demonstration sites. (EVH)

ED 147 354

Tibby, Edward R. Hirabayashi, Judith Bonnett
A Survey of Trends and Patterns in Collegiate Admission and Placement. A Focused Informational Report.

Educational Testing Service, Berkeley, Calif.

Pub Date Sep 77

Pub Date Sep 77

Pub Date Sep 77

ote—146p.; Portions of the questionnaire may not reproduce well due to marginal legibility of original document

original document EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

DRS Price MF-\$0.83 HC-\$7.35 Plus Postage. escriptors— *Administrative Policy, *Admission Criteria, Affirmative Action, *College Admission, College Bound Students, College Entrance Examinations, College Freshmen, *College Placement, Colleges, *Declining Enrollment, Educational Trends, English, Enrollment Projections, Essay Tests, Evaluation Methods, Grades (Scholastic), Higher Education, Mathematics, Minority Groups, Physically Handicapped, Private Colleges, Questionnaires, Student Recruitment, *Surveys, Tables (Data), Test Interpretation, Universities dentifiers—American College Testing Program.

Identifiers—American College Testing Program, Scholastic Aptitude Test, Test of Standard Written English

A survey of 71 colleges showed relatively little change in recruitment, admissions, and placement policies or procedures despite commonly predicted declines in future enrollment. A similar questionnaire sent to ten regional executives tended to confirm this finding. The questionnaire responses showed wide variability in current practices. Few of the colleges anticipated declining enrollments, and 40 percent indicated that they planned to raise admissions standards. The responses indicated a moderate increase in the importance of high school records and of test scores and a slight decrease in the use of recom-mendations. No clear patterns were shown re-garding recruitment of special applicants such as physically handicapped or members of ethnic minority groups. The results showed confusion minority groups. The results showed contusion over the appropriate use of the College Entrance Examination Board's Test of Standard Written English for placement decisions. High school grades were frequently cited as the criteria for decisions regarding placement in freshmen English and mathematics courses; however, there was an indication of greater use of essay tests.

The questionnaires and tabulated results are appended. (CTM)

ED 147 355 95 TM 006 806 Evaluation of the National Diffusion Network. Evaluation Study. Executive Summary. Office of Education (DHEW), Washington, D.C.

Office of Planning, Budgeting, and Evaluation. Pub Date Oct 77

ote-9p.; For related documents, see TM 006 601 and 651

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—Change Agents, Change Strategies,
*Diffusion, *Educational Innovation, Elementa-

ry Secondary Education, *Evaluation Methods, *Information Dissemination, *National Programs, Program Development, *Program Evaluation, School Districts, State Departments of Education

Identifiers-*National Diffusion Network

The structure and effectiveness of the National Diffusion Network (NDN) as a national system, and the characteristics of the diffusion and adoption processes for the dissemination of exemplary educational practices were evaluated by the Stan-ford Research Institute. Evaluation methods included a review of pertinent documents, the administration of questionnaires to NDN participants, direct observation, interviews, and site visits. The results indicated that: (1) NDN activities resulted in 2,000 project adoptions over a two-year period; most retained the major features of the original projects. (2) The demand for NDN services from interested school districts was greater than could be supplied. (3) The adopted projects provided substantial improvement over previous practices, and more effective utilization of existing resources. (4) Resource materials

played an important role in supplying operational and instructional detail to implementing districts. (5) Personal assistance prior to project adoption, was critical to the success of project implementation and subsequent project adoptions. (6) Little dissemination of an exemplary project occurred unless the project developer was funded for dissemination. (7) In states where no facilitator was funded, little or no dissemination of exemplary projects occurred. (Author/MV)

TM 006 808 ED 147 356 PS 144 530 93 IM 006 808 Development and Initial Testing of Instrumentation To Measure Five Functions of Schooling. Final Report. Volume I.-Summary Report. Northwest Regional Educational Lab., Portland,

Oreg.

Oreg.

Poss Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 76 Contract-122-1400; NIE-C-74-0110

Note-337p.; For related documents, see ED 109 181 and TM 006 809

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—Courses, *Data Analysis, Disciplin Evaluation Methods, *High Schools, High School Students, Instruction, Junior High Techniques, Schools, *Measurement Techniques, *Organizational Effectiveness, *Questionnaires, Research Methodology, School Environment, School Role, Secondary Education, Selection, Socialization, Student Evaluation, *Test Construction

struction

The development and testing of an instrument used to measure the five major societal functions of schooling are described. These functions, as defined by William Spady, include: custody or control over students, course selection, student conductions, and control over students. evaluation and certification, instructional processes, and socialization. The following sequence of events took place: (1) The literature and existing instrumentation were reviewed. (2) The operational manifestations of each function were defined. (3) An initial draft of the instrument was developed and tested in several secondary schools. (4) The instrument was revised according to the data from this initial test, using standard item analysis and reliability procedures. (5) The revised instrument was administered on a pre-post test basis in a second sample of schools.

(6) Further data analysis refined the instrument, eliminated items which did not have a high correlation with a particular function, and identified relationships between functions. (7) The instrument was again revised and submitted to the National Institute of Education along with recommendations for further work. First, second, and final test drafts of this instrument as well as suggestions of the consultant review panel are appended. (Author/MV)

95 TM 006 809 Development and Initial Testing of Instrumenta-tion To Measure Five Functions of Schooling-Final Report. Volume II--Technical Reports. Northwest Regional Educational Lab., Portland,

Oreg.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Contract-122-1400; NIE-C-74-0110

Note—297p.; For related documents, see ED 109 181 and TM 006 808

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage. Descriptors—Courses, Data Analysis, Discipline,

*High Schools, High School Students, Instruction, Junior High Schools, Junior High School
Students, Measurement Techniques,

*Organizational Effectiveness, *Questionnaires,

School Environment, *School Role, Secondary Education, Selection, Socialization, *Statistical Data, Student Evaluation, Student School Relationship, Student Teacher Relationship, *Test

Construction Detailed technical reports of the findings from two preliminary field tests of a high school stu-dent questionnaire are presented. The questionnaire was developed to measure five major func-tions of schooling: (1) custody or control over students, (2) course selection, (3) student evalua-tion and certification, (4) instructional processes and (5) socialization. This instrument was initially tested in two volunteer classrooms; later, it was administered to three additional classes. A total of two schools were involved. Since the intent of these tests was to eliminate major problems in the instrument and to develop analysis procedures, and since the changes in the instrument were

minor, data from the five classrooms were analyzed together. A number of administrative revisions were made, and several items were eliminated or altered following the first test. The second test was conducted in six high schools, and involved nearly all of the classrooms in each and involved nearly all of the classrooms in each school. Because the major difficulty was the length of the test, the data analysis focused on the elimination of test items. The questionnaire and the tabulated results are included. (MV)

ED 147 358 TM 006 810

Dyer, Robert F. And Others
Questionnaire Construction Manual.
Army Research Inst. for the Behavioral and Social Sciences, Ft. Hood, Tex.

Report No-ARI-P-77-1 Pub Date Jul 76

Contract-DAHC-19-74-C-0032

Note-197p.; For related document, see TM 006

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptor—Data Analysis, "Interviews,
*Manuals, Pretesting, "Questionnaires,
*Surveys, *Test Construction
This manual has been prepared primarily for
the use and guidance of those who must develop or administer questionnaires as part of Army field tests and evaluations. The general content and concepts, however, should be useful to anyone involved in constructing or administering surveys, interviews, or questionnaires. Guidance on (1) preparing, assembling, and arranging items in questionnaires, (2) the importance of and procedures for pretesting, and (3) respondent characteristics that influence questionnaire results are included. The guide deals briefly with analysis and evaluation of responses, and discusses interview presentation. (Author/MV)

ED 147 359 TM 006 811

Dyer, Robert And Others
Questionnaire Construction Manual. Annex:
Literature Survey and Bibliography.
Army Research Inst. for the Behavioral and Social Sciences, Ft. Hood, Tex.
Report No—ARI-P-77-2

Date Jul 76

Contract-DAHC-19-74-C-0032

Note-465p.; For related document, see TM 006

EDRS Price MF-\$0.83 HC-\$24.77 Plus Posta

Descriptors—*Bibliographies, Internal Scaling, Interviews, *Literature Reviews, *Questionnaires, Response Style (Tests), Surveys, *Test Con-struction, Testing, Test Interpretation, Test

A literature review and bibliography on questionnaire construction are presented. The broad definition of questionnaire includes scales, structured interview forms, survey forms, and similar paper and pencil instruments used to elicit responses and collect information. A comprehensive literature search of journal articles, books, and reports in the fields of psychology, education, sociology, marketing, and the military was conducted as the basis for both this document and ducted as the basis for both this document and the related manual on questionnaire construction. Manual and computer searches of the literature included the following information retrieval systems: Psychological Abstracts, Educational Resources Information Center, National Techni-cal Information Service, Defense Documentation Center, Bureau of the Census, Annual Reviews of Psychological Control of Machinia Insural Cal Psychology, Journal of Marketing, Journal of Advertising Research, Business Periodicals Index, Public Administration Information Service, and several other bibliographies. The literature review discusses the advantages and disadvantages of various types of questionnaires, item selection, comparison of scaling techniques, effects of various item presentations, test response alternatives, perceived attitudes toward commonly used phrases, physical questionnaire characteristics, phrases, physical questionnaire characteristics, administration, respondent characteristics, interpretation of results, and suggestions for further research. Over 500 references, with descriptive keywords, are included in the bibliography. (Author/GDC)

ED 147 360 TM 006 814 Why Should All Those Students Take All Those Tests? (Every-Student Testing or Sampling of Selected Groups?).

National Education Association, Washington,

Pub Date May 75

Note—10p.; For related documents, see TM 006 646, ED 084 641, 091 821, and 092 571; also available in ED 146 233

Available from—National Education Association, 1201 16th Street, N.W., Washington, D.C.

1201 16th Street, N.W., Washington, D.C. 20036 (Free of Charge)
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Cost Effectiveness, Educational Accountability, Elementary Secondary Education, Evaluation Methods, Group Tests, Item Sampling, *Sampling, School Districts, *Standardized Tests, State Programs, Student Testing, *Testing Problems, *Testing Programs Identifiers—Alternatives to Standardized Testing, *National Education Association
The National Education Association's Task

The National Education Association's Task Force on Testing has stated its opinion that stan-dardized tests are overused. The task force sugdardized tests are overused. The task force sug-gests that the application of sampling techniques and a variety of alternatives to current testing practices would accomplish the same purposes. Representatives of the testing industry have in-dicated that the sampling of student populations could be equally effective as the blanket testing of every student. Sampling procedures would also assure the rights to privacy, and conserve time, effort, and cost. Methods for determining whether or not sampling should be used are presented, along with a brief discussion of item sampling. (Author/MV)

ED 147 361 TM 006 815
Guidelines and Cautions for Considering
Criterion-Referenced Testing.
National Education Association, Washington,

D.C.

D.C.
Pub Date Aug 75
Note—21p.; Also available in ED 146 233
Available from—National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 (Price not available)
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Available from EDNS.

Descriptors—*Achievement Tests, *Criterion Referenced Tests, *Diagnostic Tests, *Educational Objectives, *Guidelines, Norm Referenced Tests, Standardized Tests, Standards, *Teacher Role, Test Bias, Test Construction struction

Identifiers-Domain Referenced *Objective Referenced Tests

The opinions presented reflect those of the Na-onal Education Association Task Force on Testing: that norm referenced tests are often misused, and that problems are also associated with criterion referenced tests. A list of warnings for teachers considering the use of criterion referenced tests includes: (1) common deficiencies in testing need to be communicated both to cies in testing need to be communicated both to the profession and to the public, (2) teachers should have an extensive role, from the beginning, in determining objectives, (3) the claims of criterion, objective, and domain referenced tests should be viewed with some skepticism, but with an open mind, (4) teachers haved obtain information on field testing sellishould obtain information on field testing, relia-bility, and validity of the tests they use, (5) teachers should vigorously resist the misuse of all kinds of tests, and (6) teachers should not allow themselves to be evaluated according to the results of any test. (Author/CTM)

ED 147 362 TM 006 816 College Bound Seniors, 1971-72. College Entrance Examination B N.Y. nination Board, New York,

Pub Date 74
Note—30p.; For related documents, see ED 099
731, 124 847 and TM 006 816-819
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—College Admission, College Bound
Students, *College Entrance Examinations,
*High School Students, *National Surveys,
Secondary Education, Senior High Schools,
*Seniors, *Student Characteristics, Tables
(Data), *Test Results

Identifiers—CEEB Achievement Tests, Scholastic Aptitude Test Comprehensive records of all 1971-72 high

Comprehensive records of all 1971-72 high school seniors who registered for the College Board's Admissions Testing Program (ATP) before May of their senior year are analyzed in the national ATP summary report. Data tables provide information on the participants' ethnic background, high school grades, educational background, self-reported class rank, estimated high school and predicted college grade point

averages, and scholastic aptitude and achieve-ment test scores. Students' educational goals, intended fields of study, needs for assistance from the college, extracurricular activities, and planned arrangements, and self-reported skills are examined. Ordering information for other ATP summaries is also provided. (MV)

ED 147 363

College-Bound Seniors, 1972-73.
College Entrance Examination Board, New York, N.Y.

Pub Date 74

Note—30p.; For related documents, see ED 099 731, 124 847, and TM 006 816-819 EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Admission, College Bound Students, *College Entrance Examinations, *High School Students, *National Surveys, ndary Education, Senior High Schools, iors, *Student Characteristics, Tables Sections., *Student Character (Data), *Test Results (Data), *Test Results (EEB Achievement Tests, Scholastic entifiers—CEEB Achievement Tests, Scholastic entifiers entifiers—CEEB Achievement Tests entifiers enti

Identifiers—CEEB Achievement 1019, Aptitude Test
Comprehensive records of all 1972-73 high
school seniors who registered for the College Entrance Examination Board's Admissions Testing
14770 before May of their senior year trance Examination Board's Admissions Testing Program (ATP) before May of their senior year are analyzed in this national ATP summary report. Information is provided on the participant's ethnic background, high school grades, educational background, self-reported class rank, estimated high school and predicted college grade point averages, and scholastic aptitude and achievement test scores. Students' educational goals, intended fields of study, needs for assistance from their college, extracurricular activities, financial needs, and self-reported abilities are also examined. Information on ordering other ATP summaries is included. (MV) ATP summaries is included. (MV)

TM 006 818 nal Report on College-Bound Se 76.

College Entrance Examination Board, New York, N.Y.

Pub Date 76

Note—22p.; For related documents, see ED 099 731, 124 847, and TM 006 816-819 EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Secriptors—College Admission, College Bound
Students, *College Entrance Examinations,
Educational Trends, *High School Students,
*National Surveys, Secondary Education,
Senior High Schools, *Seniors, Sex Differences,
*Student Characteristics, Student Financial Aid, Tables (Data), Test Interpretation, *Test

Identifiers—CEEB Achievement Tests, Scholastic

Aptitude Test, Test Score Decline

Comprehensive records of all 1975-76 high school seniors who registered for the College En-trance Examination Board's Admissions Testing trance Examination Board's Admissions Testing Program (ATP) before April of their senior year are examined in this national ATP summary report. Highlights include the fact that the verbal average of the Scholastic Aptitude Test (SAT) dropped three points from 434 in 1975 to 431 in 1976, while the mathematics average remained the same as the previous year, at 472. Also, 1976 in the same are the previous year, at 472. Also, 1976 to allow the same are the previous year, at 472 also, 1976 to allow the same are the previous year, at 472 also, 1976 to allow the same are the previous year, at 472 also, 1976 to allow the same are the previous year, at 472 also, 1976 to allow the same are the previous year, at 472 also, 1976 to allow the same are the previous year, at 472 also, 1976 to allow the same are the previous year, at 472 also, 1976 to allow the same are the previous year, at 472 also, 1976 to allow the same are the previous year, at 472 also, 1976 to allow the same are the previous year, at 472 also, 1976 to allow the same are the previous year, at 472 also, 1976 to allow the same are the previous year, at 472 also, 1976 to allow the same are the previous year, at 472 also, 1976 to allow the same are the previous year, at 472 also, 1976 to allow the same are the previous year, at 472 also, 1976 to allow the same are the previous year, at 472 also, 1976 to allow the same are the previous year, at 472 also, 1976 to allow the same are the previous year, at 472 also, 1976 to allow the year. seniors earned more acores of 600 or above for both the verbal and mathematics sections of the SAT; and the number of women taking the SAT sac; and the number of women dating the Salies exceeded that of men for the second consecutive year. Descriptive information indicates that 15 percent of the students belonged to an ethnic minority. Three-fourths of the students were in the highest two-fifths of their high school class, with their most records. with their most recent grades averaging 3.12 or B. Nearly a quarter of the women intended to major in health-related fields, and 13 percent in education; while 16 percent of the men intended to major in engineering, and 14 percent in busi-ness. Differences between males' and females' survey results, as well as financial support and ex-tracurricular activities, are briefly discussed. (MV)

ED 147 365 TM 006 819 National Report on College-Bound Seniors, 1977.
College Entrance Examination Board, New York,
N.Y.

Note—21p.; For related documents, see ED 099
731, 124 847 and TM 006 816-819
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—College Admission, College Bound
Students, *College Entrance Examinations,

Educational Trends, *High School Students, National Surveys, Secondary Education, Senior High Schools, *Seniors, Sex Differences, *Student Characteristics, Student Financial Aid, Tables (Data), Test Interpretation, *Test Results

-CEEB Achievement Tests, Scholastic

Aptitude Test, Test Score Decline

Comprehensive records of all 1977 high school seniors who registered for the College Entrance Examination Board's Admissions Testing Program (ATP) before March of their senior year are analyzed in this national ATP summary report. Highlights include the fact that the average Scholastic Aptitude Test (SAT) scores of the 1977 seniors dropped 2 points in the verbal section from 431 to 429; and that the mathematics scores also declined, from 472 to 470. Average scores on all achievement tests declined from 538 scores on all achievement tests declined from 33s in 1976 to 533 in 1977; some of this decline may be attributed to the English Composition Test scores, which dropped from 532 to 516. The number of women taking the SAT exceeded the number of men for the third consecutive year. number of men for the third consecutive year. Sixteen percent of those taking the SAT belonged to an ethnic minority; this percentage has increased for the second consecutive year. Three-fourths of the students were in the highest two-fifths of their high school class; their latest grade point average was 3.11, down from 3.12 in 1976. Health and medical-related fields still ranked first among intended areas of study for women; engineering remained the most popular choice for men. Parental income was found to have increased at a rate nearing that of inflation. (Author/MV) (Author/MV)

ED 147 366 TM 006 820

Rosen, Pamela, Ed.
Test Collection Bulletin. A Quarterly Digest of Information on Tests. Vol. 11, Nos. 1, 2, 3, and 4.
Educational Testing Service, Princeton, N.J. Test Collection.

Note-81p. Note—81p.
Available from—Test Collection, Educational
Testing Service, Princeton, New Jersey 08540
(\$2.00 per year, \$2.50, foreign
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Achievement Tests, *Annotated Bibliographies, Aptitude Tests, Attitude Tests, Bibliographies, Aptitude Tests, Attitude Tests, Abulletins, Elementary Secondary Education, Equivalency Tests, Interest Tests, Perception Tests, Personality Tests, Post Secondary Education, Preschool Education, Psychomotor Skills, Self Concept Tests, *Test Reviews, *Tests

ese quarterly bulletins provide brief annota tions for tests recently acquired by the Educa-tional Testing Service Test Collection. The tests are grouped into these categories: (1) achievement, (2) aptitude, (3) personality, interest, attitudes, and opinions, (4) sensory-motor and miscellaneous categories. Entries of particular interest to those working with children from birth to age nine are designated. Additional information to age nine are designated. Additional informa-tion includes test announcements, test reviews, new references (annotated), new publisher listings, and addresses of organizations and publishers mentioned in these bulletins. A complete index to Volume 11 is included. (MV)

ED 147 367 TM 006 821

Hedges, H. G.
Achievement in Basic Skills. A Longitudinal
Evaluation of Pupil Achievement in Language

ts and Mathematics. rio Dept. of Education, Toronto.

Note—363p.; Sections of the appendices may not reproduce well due to marginal legibility of

original document
vailable from—Ontario Government Booksto 880 Bay Street, Toronto, Ontario M7A 1L2, Canada (\$3.00); Ontario Institute for Studies in Education, Publications Sales, 252 Bloor Street West, Toronto, Ontario M5S 1V6, Canada

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.
Descriptors—*Academic Achievement, Achievement Tests, Age Grade Placement, Arithmetic, Basic Skills, Comparative Analysis, Educational Change, Educational Objectives, *Elementary School Students, Elementary Secondary Education, Grade 5, Grade 6, Grade 7, Grade 8, *Language Arts, *Longitudinal Studies, *Mathematics, *Performance Factors, Predictor Variables, Reading Comprehension, Socioeconomic Status, Standardized Tests, Test Results, Vocabulary Socioeconomic Statu Results, Vocabulary

Identifiers-*Ontario (Saint Catharines), Saint

Catharines School System (Ontario)
A longitudinal evaluation of language arts and
mathematics achievement for grades 5 to 8 in the
St. Catharines, Ontario school system over a forty-year span is presented. The comparison is based on three different studies conducted from 1933 to 1938, from 1952 to 1954, and from 1975 to 1977. Secondary contributions-the effects of changes in relative socioeconomic status, agegrade levels, vocabulary, and school objectives-have been taken into consideration. The major conclusions are as follows: (1) Current grade 8 conclusions are as follows: (1) current grade students achieve consistently lower than their earlier counterparts in arithmetic computation and reasoning; however, they perform as well as or marginally better in paragraph reading. (2) Today's grade 5 to 7 students outperform their locays grace 5 to 7 students outperform there earlier counterparts in fundamental operations in arithmetic. (3) The performance of grade 6 students in paragraph reading has shown a steady but small improvement over the past forty years. (4) The ability of students in grades 5 to 8 to institute the past forty beautiful. itiate vocabulary from descriptions has sharply improved over their earlier counterparts, and reveals a much greater range of correct alterna-tive responses. The arithmetic and language arts tests utilized in the 1975-77 studies are ap-pended. (Author/MV)

ED 147 368

TM 006 822

Bejar, Isaac I. And Others

An Information Comparison of Conventional and Adaptive Tests in the Measurement of Classroom Achievement, Research Report 77-7.

Minnesota Univ., Minneapolis. Dept. of Psycholo-

oons Agency-Office of Naval Research, Arling-ton, Va. Personnel and Training Research Pro-

grams Office. ort No-PMP-RR-77-7 Pub Date Oct 77

Contract-N00014-76-C-0627

Note-55n.

Available from-Psychometric Methods Program, Department of Psychology, University of Min-nesota, 75 East River Road, Minneapolis, Min-nesota 55455 (Free of charge); National Technical Information Service, Springfield, Virginia

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

*Achievement Tests, Biology, *College Students, *Comparative Analysis, Comparative Testing, Higher Education, Item Analysis, Item Banks, *Measurement Techniques, Response Style (Tests), Scoring, *Standard Error of Measurement Test Items. surement, Test Items Identifiers—*Adaptive Computer

Testing.

Assisted Testing, Test Length Information provided by typical and improved conventional classroom achievement tests was compared with information provided by an adaptive test covering the same subject matter. Both tests were administered to over 700 college students in a general biology course. Using the same dents in a general biology course. Using the same scoring method, adaptive testing was found to yield substantially more precise estimates of achievement level than the classroom test throughout the entire range of achievment, even in the range where the improved conventional test was designed to be continued. Adaptive testing test was designed to be optimal. Adaptive testing also made it possible to reduce the length of the test. An analysis of the effects of expanding an adaptive test item pool indicated that improved precision of measurement could result from the precision of measurement could result from the addition of only slightly more discriminating items. A comparison of response pattern information values (observed information) with test information values (theoretical information) showed that the observed information consistently underestimated theoretical information, although the pattern of results from the two procedures was quite similar. It was concluded that the adaptive measurement of classroom achievement results in scores which are less likely to be confounded by errors of measurement and, therefore, are more likely to reflect the true level of achievement. (Author/MV)

ED 147 369 TM 006 823

liff, Norman And Others
valuations of Implied Orders as a Basis for
Tailored Testing Using Simulations. Technical Cliff, Norman Evaluations o Report No. 4. niversity of Southern California, Los Angeles. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arling-ton, Va. Personnel and Training Research Pro-

grams Office.
Report No—USC-TR-4
Pub Date Sep 77
Contract—N00014-75-C-0684

Contract—Noon-17-75-Con-Note—70p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Complexity Level, *Computer Programs, Elementary Secondary Education, *Item Analysis, Item Banks, *Mathematical Models, Matrices, Measurement Techniques, *Simulation, Statistical Analysis, *Testing Pro-grams, Test Items, Test Reliability, Test Validi-

Assisted Testing, Monte Carlo Method, Stanford Binet Intelligence Scale, *Tailored Test-Identifiers

Test Length

TAILOR is a computer program that uses the implied orders concept as the basis for computerized adaptive testing. The basic characteristics of TAILOR, which does not involve pretesting, are reviewed here and two studies of it are re-ported. One is a Monte Carlo simulation based on the four-parameter Birnbaum model and the other uses a matrix of children's item responses to the Stanford-Binet Intelligence Scale. In the Birnbaum model study, a variety of conditions were simulated; it was found that TAILOR typically used responses to about half the items and achieved validities with the true score within a few points of the validity of the complete test. Item discrimination parameters affected the efficiency of TAILOR. The Binet study used correlations between scores based on one bank of tions between scores based on one bank of tailored items and another independent, parallel set and found results similar to those in the Birn-baum simulation. TAILOR, like other adaptive testing systems, apparently can aid efficiency when item discriminations are high or when ability variance is large. (Author/MV)

ED 147 370 TM 006 824

Berger, Frances R. Berger, Raymond M. Vocational Interest-Career Examination: Norming and Standardization on a Nationwide High School Sample. Final Report for Period January 1976-August 1977.

Air Force Human Resources Lab., Brooks AFB,

Texas. Report No-AFHRL-TR-77-69

Pub Date Sep 77 Contract—F41609-76-C-0019

Note-58p.; For related document, see ED 095

Available from-National Technical Information

Available from—National Technical Information Service, Springfield, Virginia 22161 EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage. Descriptors—"Aptitude Tests, Data Analysis, Geographic Regions, Grade 10, Grade 11, Grade 12, "Group Norms, "High School Stu-dents, Instructional Program Divisions, Interest Sealer Militors. *Military Personnel, National Norms, Scales, "Military Personnet, National Notine, Racial Differences, Sampling, School Demog-raphy, Secondary Education, Senior High Schools, Sex Differences, Tables (Data), "Test Construction, "Vocational Aptitude Identifiers—Air Force, "Vocational Interest

Career Examination

The Air Force Vocational Interest-Career Examination (VOICE) was standardized on a sam-ple of 12,000 10th, 11th, and 12th grade stu-dents, to calibrate the instrument with respect to the total Air Force applicant pool. Separate norms were developed for subsamples identified by school grade, sex, racial background, and geo-graphic area. Major tasks involved sample construction, VOICE administration, and data analysis. Variables were stratified according to geo-graphic regions, population density (urban or graphic regions, population density durban or rural), school size, and type of control (public or private). In order to achieve a proportionate representation of black students, the sampling plan was designed to maximize the possibility of their selection. Although the number of black their selection. Although the number of bl students participating was considerably less than planned, it was sufficient for establishing national norms. The results indicated that the extent of spread on any scale did not appear to distinguish between groups; and that differences in standard deviations were not consistent with respect to acviations were not consistent with respect to scale or group. Except for predictable male-female differences, the actual differences in number of points were usually small. Implications for vocational counseling and for further studies are briefly discussed. (Author/MV) ED 147 371 TM 006 830

Ekstrom, Ruth B. Lockheed, Marlaine E. Evaluation of the Academically Creditable Com

petencies Acquired by Women from Domestic and Volunteer Work. Final Report. Educational Testing Service, Princeton, N.J. Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 30 Jan 76

Grant-OEG-0-74-7524

Note-138p. EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Adults, *Business Skills, Check Lists, College Credits, College Programs, *Evaluation Methods, Females, Guides, Higher Education, *Homemaking Skills, Home Management, Housewives, *Job Analysis, Management, Housewives, Learning Experience, Post Secondary Educa-tion, Program Descriptions, Skills, Taxonomy, Voluntary Agencies, Volunteers, Volunteer Training, *Womens Education, Work Ex-

Identifiers-*Experiential

*Performance Based Certification Materials to facilitate the evaluation of the competencies women acquire from domestic and nteer work were developed, so that academic credit might be awarded for these skills, and so that women's entry or re-entry into post seconda-ry education might be enhanced. The project staff reviewed the literature, contacted volunteers and volunteer agencies, developed a taxonomy of skill areas, located existing assessment materials, contacted colleges, developed assessment materials, and conducted informal evaluations of the materials. These activities are briefly described. A number of skill lists developed for assessing volunteer and domestic competencies are ap-pended. These competencies include: volunteer ministration and management, public relations and communications, youth group leadership, management of home finances, and child care. Each of these "I Can" lists defines the competency area, and lists 20 to 50 different associated skills. The lists are not intended to document completely the individual's acquired skills, but rather to stimulate each woman to identify and describe her own skills. Descriptions of college programs awarding credit for experiential learning and bibliographical references are also ap-pended. (Author/MV)

ED 147 372 TM 006 839 McCord, Tom B. How Can Local School Districts Use NAEP Data

Pub Date 5 Apr 77

Note—10p.; Paper presented at the Annual Meet-ing of the American Educational Research As-sociation (61st, New York, New York, April 4-

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Affluent Youth, Elementary Education, Females,
"Grade 4, Intermediate Grades, Males,
"Mathematics, National Norms, "Norm Referenced Tests, Parent Participation, "Pilot Projects, Program Costs, "School Districts, Scoring, Socioeconomic Background, Suburban Youth, Testing Programs, Volunteers Identifiers—"Cheyenne Mountain School District CO, Colorado (Colorado Sprines). National

CO, Colorado (Colorado Springs), National Assessment of Educational Progress

The Cheyenne Mountain Schools, a small sub-urban school district in Colorado Springs, Colorado, used the National Assessment of Edu-cational Progress (NAEP) data to compare the mathematics achievement of its nine-year-old pu-pils with pupils of the same age living in similar communities across the United States. Working communities across the United States. Working closely with NAEP personnel, school district representatives chose 65 NAEP exercises to be used in the assessment. District personnel reprinted the exercises, duplicated the NAEP audio tapes of test instructions, and relicated NAEP across and relicated the NAE NAEP scoring and tabulation materials. A volun-teer group of 12 mothers from the district handscored and tabulated the results. The resulting data were compared to NAEP data for nine-yearolds from communities classified as "high metro," olds from communities classified as "high metro," large urban areas where a high proportion of adults are in professional or managerial positions. Among nine-year-olds in the Cheyenne Mountain Schools: (1) Boys performed significantly higher than their national counterparts on 13 of the 65 NAEP exercises, and significantly lower on 13; (2) girls performed significantly higher on 16 items, and significantly lower on 21; and (3) the combined performance of boys and girls was significantly higher on 14 exercises, and significantly lower on 15. (Author/MV)

UD

UD 017 279 ED 147 373 Toward a Black Perspective in Education. Collec-tive Monologues 1. Stage 7, Pasadena, Calif.

Pub Date 76

Pub Date 70
Note—94p.
EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.
Descriptors—Behavior Patterns, *Black Education, *Black Role, *Blacks, *Educational Practice, *Family (Sociological Unit), 'Theories

This volume presents a collection of writings from a coalition of black educators. Through a survey of some of the literature, the first study attempted to identify the sources of the misconcep-tions in the description and the behavior of black Americans. The second paper examines several assumptions about black children and families inherent in social science research. Pathological interpretations of linguistic and cognitive behavior of black children have influenced federal and local intervention programs to compensate for al-leged deficits. This paper provides another way of looking at black children and their education. The third article deals briefly with Piaget and his theories, and addresses itself to the implications of the theory in a school setting for black chil-dren. Parents, teachers, their individual stresses, and their relationships are addressed in the fourth study. The last paper looks at four areas requiring societal preparation and their respective impacts on children. The areas covered are: (1) double messages, (2) intolerance of differences, (3) ethnocentrism, and (4) victim blaming. A fifth type of preparation which can facilitate responsie adulthood and meaningful advocates for children and youth in a pluralistic society is also summarized. (Author/AM)

ED 147 374 UD 017 317

Simon, John L. McArdle, Patricia
Marketing EPSDT to Clients: A Self-Instructional
Module for Sarly Periodic Screening Diagnosis

Harvard Univ., Boston, Mass. School of Public Health.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date Jun 75

Contract-SRS-47-P-05360-1-01

Note—98p. EDRS Price MF-\$0.83 HC-\$4.67 Plus Po

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—"Child Welfare, "Health Personnel,
Health Programs, "Health Services, "Learning
Modules, Medical Services, "Preventive
Medicine, "Public Health, State Programs
Identifiers—"Early Periodic Screening Diagnosis
Treatment, "Medicaid
Early and Periodic Screening, Diagnosis and
Treatment (EPSDT) is a program of preventive
health services available to individuals under 21
years of age who are eligible for Medicaid
benefits. As of July 1, 1973, all states operating a
Medicaid program were required to provide
EPSDT services to all those eligible. The purpose
of this module is to assist states in their implementation of training programs for workers inof this module is to assist states in their imple-mentation of training programs for workers in-volved in the EPSDT program. The module in-cludes step by step information designed to ena-ble workers to understand their particular EPSDT program; to arouse their client's interest in the program; and to explain the program and how to enter it to their clients in effective terms. The worker studying the module is encouraged to test his or her own understanding by completing a se-ries of feedback and self assessment exercises found after each self-teaching unit and at the end of the module. (GC)

ED 147 375

UD 017 323

ED 147 375

UD 017 323

Holmes, Manford

The Linkage Between Research and Practice: The Case of the DTA Project.

Center for New Schools, Inc., Chicago, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.

Pub Date 5 Apr 77

Contract—400-75-0018

ote—12p.; For related documents see UD 017 320, UD 017 324-325; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 5, 1977)

5, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—"Educational Research, Elementary Secondary Education, "Information Dissemination, "Information Networks, "Information Utilization, "Problem Solving, Public Schools, Research Methodology, "Research Utilization, Utilpan Schools

Identifiers-*Documentation and Technical

Assistance Project
As part of an effort to facilitate local problem solving in urban public schools, the Documentation and Technical Assistance Project (DTA) is concerned with clarifying the relationship, or linkage, between research and practice. This paper describes that linkage, which includes two related components: the "definition" of some research knowledge as potentially useful for informing practice; and the "implementation" of the action required to make use of that knowledge. Definition and implementation take place through linkage channels. These consist of individuals acting alone or together, and may be informal or formally designated structures. At this stage in the DTA, informal linkage predominates over formal, though formalization is increasing. Within the linkage channels, people reflect upon information and either reject it as inapplicable, store it for later application, or channel it directly to exchael estitic. This insufficient is a supplicable. information and either reject it as inapplicable, store it for later application, or channel it directly to a school setting. This reflection is a process of translation, an aspect of linkage. Judgments made are based on projected usefulness for solving urban public school problems. From observations of the linkage process, the author concludes that face-to-face (rather than written) communications enhances the necression of research materialisms enhances the necression of research materials. tions enhance the perception of research materials as useful. Further, some familiarity (on the part of the researcher) with the research site maximizes usefulness of data collected. In addition, group (rather than individual) communications favor the passing on of useful knowledge. (Author/GC)

ED 147 376

UD 017 324

Wilson, Steve

Wilson, Steve
Influences on the Usefulness of Case Studies.
Center for New Schools, Inc., Chicago, Ill.
Spons Agency—National Inst. of Education
(DHEW), Washington, D.C. School Capacity
for Problem Solving Group.
But Date 5 Aug. 77

Pub Date 5 Apr 77 Contract-400-75-0018

ote-33p.; For related documents, see UD 017 320, UD 017 323-325

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—Administrator Characteristics,
*Case Studies (Education), *Educational Improvement, "Educational Practice,
"Educational Practice,
"Educational Research Elementary Secondary
Education, "Research Methodology, Teacher
Characteristics, "Use Studies
lentifiers—Documentary

Identifiers-Documentation

Identifiers—Documentation and Technical Assistance Project
Case studies are a respected form of research. They are seen as useful because they deal with information in a complex, holistic, process oriented, particularistic way that mirrors the reality of life in school settings. Several forces impinge on their usefulness in helping others to learn from past experiences and thus improve their own situations. Readers of case studies are often interested in the perspectives and actions of often interested in the perspectives and actions of people in their own roles at a level of detail people in their own roles at a level of detail which is impossible to present in a case study. Practitioners lack the time to deal with the length necessitated in case studies. The values and theoretical orientations of readers have major impact on their receptivity to case study material. The match between the skills and styles of the The match between the skills and styles of the reader and that of the actors in the case study can effect ultimate usefulness. Finally, the perceived similarity of settings and the reader's approach to learning from the case study can enter into judgements about usefulness. This knowledge has implications for what can be done to make case studies more useful. The author presents the support of the property of the studies when the present of the studies when the present of the studies when the present of the studies when the support of suggestions concerning extending the process of research use, disseminating the case study to the right audience, and dealing with the problem of length. (Author/GC)

ED 147 377

UD 017 325

Dollar, Bruce
Toward a Problem-Solving Repertoire for Community Accessibility to Schools.

Center for New Schools, Inc., Chicago, Ill.
Spons Agency—National Inst. of Education
(DHEW), Washington, D.C. School Capacity
for Problem Solving Group.
Pub Date May 77
Contract—400-75-0018

ote-66p.; For a related document see UD 017 324, UD 017 320

Descriptors—*Community Involvement,
*Documentation, Elementary Secondary Education, Information Theory, *Information
Utilization, *Models, *Parent Participation,
*Problem Solving, Public Schools, Technical
Assistance

Identifiers-*Documentation and Technical

Assistance Project
The Documentation and Technical Assistance Project (DTA) was created, in part, to test a premise related to educational problem-solving. It was hypothesized that knowledge gained through on-site documentation of school level problem solving practices could be transformed for utilization. tion (linkage) by other schools and communities to improve the latters' problem solving capacities. In this paper, the documentation (DOC) aspect of this process is examined. The problem of consolidation and transformation of knowledge into usable form is addressed. A case is presented for usable form is addressed. A case is presented for a device called a Problem-Solving Repertoire (PSR), which in its final form would embody a strategy for consolidating, organizing, and making easily retrievable the DOC-generated knowledge. Problems, both theoretical and circumstantial, Problems, both theoretical and circumstantial, that will be met in designing such a PSR are explored. The rationale leading to the proposal of a PSR is presented. The question of content and format is addressed by discussing community accessibility to schools. Several different frameworks for organizing DOC knowledge for a prospective PSR on community accessibility are considered and one of these is recommended. Data are presented from three DOC sites where there is significant parent involvement. Thus, the recommended framework for the PSR approach is illustrated with detailed information from actual cases. (Author/GC) tual cases. (Author/GC)

ED 147 378 UD 017 370

Gee, Emma, Ed. And Others
Counterpoint: Perspectives on Asian America.
California Univ., Los Angeles. Asian American

Studies Center. Pub Date 76 Note-614p.

Available from-Asian American Studies Center, Resource Development and Publications, University of California, Los Angeles, Califor-nia 90024 (\$8.95)

iers-*Pacific Americans

nia 90024 (\$8.95)
EDRS Price MF-\$1.16 Plus Postage. HC Not
Available from EDRS.
Descriptors—*Anthologies, *Asian Americans,
Bibliographic Citations, Census Figures, Chinese Americans, Filipino Americans, Indians,
Japanese Americans, Korean Americans,
*Labor Conditions, Literature, Literature
Reviews, *Political Issues, *Sociocultural Patterns, *Sociocconomic Influences, Vietnamese
Identifiers.—*Pacific Americans

In the late 1960's, Asian Americans, following the example of Afro Americans, began to reassess their past experience in America and to reaffirm their ethnic identity. This anthology includes works which explore their racial and economic works which explore their racial and economic conflicts and analyze the impact of international politics on them. From the standpoint of various Asian American groups, each with their own distinctive identity and history, these works examine the diverse responses to the dynamic forces in society. Half of the selections appear in print for the first time. The remainder are expanded, revised, or verbatim reprints. Part I, Critical Perspectives, offers bibliographical essays and book reviews which critique the conventional approaches of past works and suggest new ones for future studies. Part II, Contemporary Issues covers some of the major present concerns of covers some of the major present concerns of Asian Americans. Articles are presented on edu-cation; communications and mass media; land, labor and capital, and recent immigration. In Part III, Literature, the writings exemplify the literary creativity of Asian American writers whose works communicate a vision rooted in the social realities of Asian America. The two appendices, one on statistical highlights of the 1970 census and the other on bibliographical sources, serve as aids for further study. (Author/GC)

UD 017 492 ED 147 379

Rodriquez, Carmen A. Nonmajority/Minority Task Force Report. National Advisory Council on Equality of Educa-

National Advisory Council on Equality of Educational Opportunity.

Pub Date 24 Sep 77

Note—15p.; For a related document see UD 017
493; Best copy available

EDRS Price MF-50.83 HC-\$1.67 Plus Postage.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Data Collection, *Interagency
Coordination, *Measurement Goals, *Minority
Groups, *Regional Cooperation, Regional
Planning, *State of the Art Reviews
Identifiers—*Emergency School Aid Act
The purpose of the Nonmajority/Minority Task
Force was to develop a study on the impact of
the Emergency School Aid Act (ESAA) on the
Nonmajority/Minorities named in the Act. A
meeting held in 1977 resulted in the development
of operational soals. To fulfill these goals. (1) the meeting held in 1977 resulted in the development of operational goals. To fulfill these goals: (1) the staff was to initiate a data search, using a two-phase approach, and (2) two public hearings were to be held in an attempt to solicit first-hand input from ESAA recipients, prospective recipients, and general concerns from the minority community. The task force was not able to adhere to the data collection time lines due to interpreted appearant demands which prevented unexpected program demands which prevented all the regions from responding. Secure approxi-mations of the number of students and adults receiving ESAA services were not secured either. The two meetings held provided members of the task force with new data, concerns, and recommendations. The following is a partial list of those mendations. The following is a partial list of those concerns the task force feels are of major significance: (1) ESAA handbooks such as the "Student Advisory Handbook" should be bilingual, (2) the present ESAA project evaluation requirement is meaningless under the existing system because of the timing of funding cycles and monitoring visits, as well as its lack of consideration at successive yearly reviews, (3) regulatory language requiring the present racial/ethnic latory language requiring the present racial/ethnic composition on citizen advisory councils should be changed, and (4) the present narrow in-terpretation of ESAA program eligibility should be discarded in favor of an expanded view. (Author/AM)

ED 147 380 UD 017 493

Stempinski, Sally A.

Regional Review of ESAA Application Processing.

National Advisory Council on Equality of Educational Opportunity. Pub Date 24 Sep 77

Note-27p.; For a related document see UD 017

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage Descriptors— *Evaluation, Information Dis-semination, *Interviews, *Program Administra-

tion, *Program Proposals, *Project Applica-tions, *Technical Assistance, Training

Identifiers— Emergency School Aid Act In this document a regional review of the Emergency School Aid Act (ESAA) is presented. The technique used for the review was the school and the school and the school are school are school are school and the school are school ar The technique used for the review was the struc-tured interview in which each regional office program manager was asked the same set of questions, all dealing with the administrative aspects of the ESAA program. The questions ained in the interview covered the following contained in the interview covered the following areas: technical assistance, program dissemination, application review process, proposal processing, paneling process, resubmit process, evaluation, training of regional office staff, program officer assignments, NACEEO visits, and knowledge about and use of the handbook for integrated education. The overall approach of the review was one of a survey of the general administrative management trends in the region rather than of an evaluation. (Author/AM)

ED 147 381 UD 017 496 ESEA Title I, 1974-75. Evaluation Report. Virgin Islands Government Dept. of Education, Charlotte Amalie.

Pub Date Nov 75

Pub Date Nov 75
Note—57p.

Bors Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Elementary Education, *Program Evaluation, *Student Teachers, Student Teachers, Teacher Education Curriculum, Teacher Evaluation, Teacher Programs, *Teacher Workshops, Trainees
lentifiers—*Elementary Secondary Education
Act Title I, *Virgin Islands

The Title I Teacher-Trainee Program was begun in the U.S. Virgin Islands in 1971. The purpose of the 5 year program was to improve the quality of public education by increasing the the quality of public education by increasing the number and quality of graduate native teachers specializing in early childhood education. At the same time the program aimed to supply a large force of teaching assistants to afford improved in-dividualized instruction at a primary level. This report evaluates the processes and accomplish-ments of the program. Requirements for admis-sion, academic courses and workshop activities, sion, academic courses and workshop activities, and the involvement and performance of the teacher-trainees are described. The participating public schools and the roles of their students and staff members are mentioned inasmuch as they relate to the Title I program. Also included in this report are sample forms used for the evaluation of teacher-trainee performance. Results of the program have been mixed, and recommendations are offered for making future programs in the Virgin Islands more effective. (GC)

ED 147 382 UD 017 497 Bielby, William T. Kalleberg, Arne L.
The Structure of Occupational Inequality. Discussion Papers 397-77.

Wisconsin Univ., Madison. Inst. for Research on

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Pub Date Feb 77

Note—69p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Posts Descriptors—*Conceptual Schemes, *Employment Patterns, *Equal Opportunities

(Jobs), "Labor, "Models In this paper a conceptualization of the struc-ture of positional occupational inequality is presented. Examining the technical division of labor and the social relations of production, three components of positional inequality are derived. They are: inequality in occupational rewards, requirements and resources. The interrelationships among these three components provide an appropriate conceptual context from which to empirically examine social differentiation and inequality at the positional level of analysis. At the positional level of analysis, inequality in intrinsic nd extrinsic occupational rewards is attributable to inequality in occupational task requirements and to inequality in the resources available to occupational groups. The viability of the concep-tualization is demonstrated with a preliminary analysis of the structure of occupational inequality in the contemporary United States. Where the empirical analysis is methodologically limited or otherwise incomplete, the conceptualization suggests a relatively well defined program for future research. Conceptualization and research at the positional level of analysis is not completely separable from that at the level of individual at-tainment. The manner in which the occupational structure underlies modes of individual attain-ment was noted. Some recent attempts to incor-porate structural variables into those models are

ED 147 383 UD 017 525

Miller, Douglas R.
The University and the School System: A Case

discussed. (Author/AM)

Study. Pub Date [76]

Note—IIp.; Not available in hard copy due to marginal legibility of the original document; evision of a paper presented at the National Conference on Urban Education (2nd, Milwaukee, Wisconsin, November 22, 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Conflict, Higher Education,
*Interinstitutional Cooperation, Professional Personnel, *Public Schools, *Student Teaching,
*Teacher Education, *Teachers Colleges. Education,

When two long-established institutions attempt a cooperative program, there can be several dif-ferent kinds of conflicts. A current trend is to arrange cooperative projects between school systems and the teacher preparation component of a college or university. One such project, an inner-city student teaching program is reviewed in this paper. First, the structure and history of the program are discussed. They have contained the program are discussed. Then, two sections examine the organization and institutional conflicts (persons-in-positions, person-shuffling, spheres of influence, implicit vs. explicit policy, and financial conflicts), and climate and expectation conflicts (personal defensiveness, competition and rivalry, racial attitudes, and student attitudes). An overall theme of this paper is the "person-in-a-position", i.e., the conflicts which arise, or are avoided, as the result of the specific person who occupies a specific position. (Author/AM)

UD 017 527 ED 147 384

Newberg, Norman A.

Affective Education in Philadelphia. Fastback 102.

Phi Delta Kappa, Bloomington, Ind.

Pub Date 77
Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Activities, "Affective Objectives, Alternative Schools, "Educational Alternatives, "Humanistic Education, "Program Descriptions, Success Factors, "Teaching Techniques Identifiers—"Pennsylvania (Philadelphia)

This small booklet describes the Affective Education Program established in Philadelphia 1967. The program uses various classroom techniques such as the problems, plans, and sharing classroom structure to foster student leadership and cooperation; using group roles, feedship and cooperation; using group roles, feed-back, and processing; and being responsive to student concerns. In February, 1975, the program inaugurated, at two separate sites, a Program called School for All Ages. The program is designed to speak to the problems of age segregation and the negative aspects of competition. The Schools for All Ages is but one of several alternative structures sponsored and developed by this program. Others include an alternative high program. Others include an alternative high school and a parent education program. It is indicated that the methods used by the Affective Education Program yield statistically significant results for students when measured on standardized reading tests at the elementary, middle, and senior high school levels. Three aspects of the program have been cited by Title III of the Elementary and Secondary Education Act as exemplary projects worthy of validation: the Communications Network, which focuses on improving listening, speaking, reading, and writing; the Teacher Expectation Project, which raises teachers' awareness of how low expectations influence their students' abilities to learn; and the School for All Ages. (Author/AM) School for All Ages. (Author/AM)

ED 147 385 UD 017 532

Johnson, George E. Welch, Finis
The Labor Market Implications of an EconomyWide Affirmative Action Program.
Rund Corp., Santa Monica, Calif.
Pub Date Mar 76

Pub Date Mas. 1.

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Affirmative Action, *Conceptual Schemes, *Data Analysis, Economic Factors, Equal Opportunities (Jobs), *Income, *Labor Economics, *Labor Market, Minority Groups, **Affirm Formation, Quotas

The purpose of this paper is to investigate the potential impact, on the distribution of labor inpotential impact, on the distribution of labor in-come, of a policy that requires that in each firm minority workers: (1) receive the same wages as majority workers given the same job classifica-tions and, (2) are employed in the same propor-tion as majority workers in all job classifications. This analysis is directed to the question of the maximum potential of affirmative action policies. Given that Affirmative Action Policies (AAB) Given that Affirmative Action Policies (AAP) have two principle provisions (equal pay for equal work, and mandatory hiring in each firm of equal work, and mandatory hiring in each firm of minority workers to fill at least a specified frac-tion of skilled positions), the effects of the policy will depend on the size of the quota relative to the number of skilled minority workers in the economy, the degree to which the minority groups suffer labor market discrimination, and the nature of the way firms react to the new en-vironment. Three different situations are exvironment. Infree different situations are ex-plained: what happens when the quotas are set just equal to the supply of skilled workers, when quotas are set at less than the supply of skilled workers. In the remainder of the paper the impli-cations of AAP for a number of special cases are investigated. For each case, a numerical model of income differences between the races is used. In the last section a model of heterogeneous labor is employed to investigate the potential impact of AAP on the incentives for minority and majority labor to acquire skills. (Author/AM)

ED 147 386 UD 017 541

David, Jane L. Pelavin, Sol H.
Research on the Effectiveness of Compensa
Education Programs: A Reanalysis of Data.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—URU-4425

Pub Date Sep 77 Contract—400-75-0066 Contract-

Note-77p. EDRS Price MF-\$0.83 HC-\$4.67 Plus Po

escriptors—Compensatory Education,
*Compensatory Education Programs, *Data
Analysis, Definitions, Measurement Goals, *Measurement Techniques, *Program Effectiveness, *Program Evaluation, *Time Factors

(Learning)
entifiers—*Elementary Secondary Education Identifiers-

This study attempts to clarify some of the issues involved in defining the effectiveness of compensatory education programs. It discusses the extent to which conclusions about the effecthe extent to which conclusions about the effec-tiveness of compensatory education programs are affected by two major components of an evalua-tion: the period of time on which the evaluation is based and the standard against which the pro-gram's effectiveness is judged. It is argued that the ability of the programs of the program's effectiveness is judged. It is argued that
the philosophy of compensatory education suggests that evaluations should measure program effectiveness over a period of time longer than the
school year; in other words, that evaluations
should assess the extent to which effects are
sustained. Achievement gains for several programs, based on at least two periods of time, are
calculated. The primary finding of these analyses
is that conclusions about program effectiveness,
regardless of what standard is used, are greatly
influenced by the regiod of time over which the enced by the period of time over which the program is judged. Specifically, it is shown that the inclusion of the summer months in the evaluation can substantially reduce estimates of achievement and often reverse positive judge-ments of program effectiveness. The data demonstrate that programs can show evidence of sustained effects. (Author/AM)

ED 147 387 UD 017 544

Hurewitz, Carol
On the Rim of Belonging: A Handbook for
Teachers of Economically Disadvantaged Stu-

Note-208p.; Ph.D. Dissertation, Union Graduate School

from-University Microfilms, Disserta-Available from—University Microtims, Disserta-tion Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-28,296) Document Not Available from EDRS. Descriptors—*Black Community, *Black Stu-dents, *Economically Disadvantaged, *Resource Materials, *Teachers Identifiers—*Handbooks

As part of this dissertation a handbook was written for student teachers and beginning teachers working with economically disadvantaged black children. It integrates practical classroom teaching experiences with pertinent research findings, readings, and literature of the black community. It introduces the reader to an understanding of the urbanization of the suburbs and analyzes one suburban community. The understanding of the reading process in relation to the economically disadvantaged child is discussed. Training programs for teachers of economically disadvantaged students are sur-veyed, and a view of the teacher's world is pro-vided. The role of the principal in the ghetto vided. The role of the principal in the ghetto school is clarified, while predictions are suggested as to the future of multicultural education in the U.S. (Author/AM)

ED 147 388 UD 017 547

Frechtling, Joy And Others
The Effects of Services on Student Development.
National Inst. of Education (DHEW), Washington, D.C. Pub Date 30 Sep 77

Note—86p.; For a related document see ED 145 061; Appendix A may be marginally legible due to small type EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

EDES Price MF-\$0.83 HC-\$4.67 Plus Postage. Descriptors—Academic Achievement, *Compensatory Education Programs, Elementary Education, Grade 1, Grade 3, Individualized Instruction, *Mathematics Instruction, *Program Content, *Program Effectiveness, *Reading Instruction Identifiers—*Instructional Dimensions Study

This report presents the findings from the Instructional Dimensions Study (IDS). The IDS examined the relationship between selected program characteristics such as instructional setting, time, content, and individualized instructional time, content, and individualized instructional practices, and program effectiveness. Specifically, it assessed the effects of these program characteristics on the reading and mathematical achievement of low-achieving students in the early elementary grades. The major goal of the research was to provide information on classroom processes that effectively promote learning. In general, the study's results were positive about the effectiveness of compensatory instructional programs. First graders in the sample made average gains of 12 months in reading and 11 months in mathematics in the 7-month period between fall and spring testing. Third graders gained 8 months in reading and 12 months in mathematics in the 7-month period between fall and spring testing. Third graders gained 8 months in reading and 12 months in math. Students in the first grade gained most math. Students in the first grade gained most when they received compensatory instruction in their regular classes. The results for the third grade were mixed. Students in individualized ingraue were mixed. Students in individualized in-struction programs made substantial gains in achievement. However, individualization, as defined in this study, is effective, but not unique-ly so. Students' gains were shown to be clearly re-lated to the content and intensity of instruction received. (Author/AM)

ED 147 389 UD 017 550 nce in Social Achievement, Affective Learn-

ing, Academic Growth.

Los Nietos Elementary School District, Calif. Pub Date 77

Note-16p.; For a related document see UD 017

559
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Basic Skills, *Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, Computers, *Locus of Control, *Program Descriptions, *Program Effectiveness, Program Evaluation, Success Factors, Teaching Techniques Identifiers—*California (Los Angeles), *Emerancy, School Aid Act.

*Emergency School Aid Act
The Los Nietos Basic Skills Program was the The Los Nietos Basic Skills Program was the first program of computer assisted instruction funded by the Emergency School Aid Act (ESAA). The system initially supported 17 typewriter-style terminals, but the number was later increased to 24. Because of software problems, the system changed companies and the courses changed to the following: Elementary Reading Skills (Grades 3-6), Elementary Arithmetic (Grades 1-6), and Elementary Language Arts (Grades 3-6). In the evening hours, the system was used with adult reading, math, and language skills. Computer Assisted Instruction (CAI) takes over the drill and practice function of teaching. In the Los Nietos School District in Los Angeles, CAI is being implemented in 5 schools. Teachers have remarked on the enthusiasm of the children toward the terminals. It seems that pupils who have been the most difficult to handle are particularly attracted to this medium. It also appears that CAI is a valuable medium of instruction in school districts that are in the process of desegregation. (Author/AM) first program of computer assisted instruction in the process of desegregation. (Author/AM)

ED 147 390 UD 017 552

Eth 187 370 Evans, John W. Statement by John W. Evans before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, United States House of Representa-

Office of Education (DHEW), Washington, D.C.
Office of Planning, Budgeting, and Evaluation.
Pub Date 18 Oct 77

Note—45p.; Best copy available EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors "Compensatory Education Programs, Conceptual Schemes, "Evaluation Methods, "Evaluation Needs, "Federal Programs, Minority Groups, "Models, "Program Evaluation Identifiers." Elementary Secondary Education Act Title I

This statement describes the Elementary and Secondary Education Act Title I's evaluation effort. Evaluation activities are mandated by Secondary for the Act and are useful and complete.

fort. Evaluation activities are mandated by Sec-tion 151 of the Act and are varied and complex. The evaluation efforts focus as a first priority on improving local and state evaluation activities. The efforts involve the development of evaluation models, the provision of technical assistance services, and the drafting of regulations. The work

with models spans all aspects of Title I, and the assistance includes national workshops, hand-books, and free consulting services. Second in priority are the national studies. Their purpose is priority are the national studies. Their purpose is to provide information about the program's effects which is not obtainable through the local and state educational agencies (LEA's and SEA's) reporting system. The current approach to evaluation is one which relies on data generated by two strategies: the reporting of comparable project data from LEA's through SEA's and the conduct of mational studies. The former parable project data from LEA's through SEA's and the conduct of national studies. The former and the conduct of national studies. The former provide more current information while national reports are more in depth. The major portion of the evaluation effort involves activities to improve state and local evaluations. Briefly stated, these activities include the development of uniform valid models, the provision of technical assistance, and the drafting of regulations. Various evaluation models and how they were developed are given. Use of the models is increasing, and the current estimate is that about 40% of the nations' school districts are using them to evaluate their Title I projects for the school year. The paper includes data from national studies about two aspects of Title I: the services being provided and the effects of those services. (Author/AM)

ED 147 391 UD 017 554 Jefferson, Arthur M. Black Families: A So Pub Date 3 Nov 77 erce of National Strength.

Pub Date 3 Nov 77
Note—129.

EDRS Price MF-60.83 HC-\$1.67 Plus Postage.

Descriptors—*Black Community, Black Role,
Blacks, *Crime, *Family (Sociological Unit),
*Unemployment, *Violence, *Youth Problems
In this paper, Arthur Jefferson, the Executive
Director of the Office of Criminal Justice Plans Director of the Office of Criminal Justice Plans and Analysis, discusses crime in the black community and its effect on the black family. The literature on the impact of crime on the black family is not extensive; however, there is considerable information concerning crime in the black community in urban areas. This data is disturbing. Some of it suggests that crime con-tributes to the social disorganization of the poor black urban community. Juvenile crime in the black urban community. Juvenite crime in the black community threatens the security of black families and involves a large number of black youth in a justice system that seems to be incapa-ble of treating their problems. A new develop-ment in juvenile crime has been the recent growth of gang related crime. Urban ghetto youth growth of gang related crime. Urban ghetto youth seem to use the gang structure to become an economic and social force in their communities through acts of extortion and violence. The single greatest cause of crime in black communities is unemployment. It is noted that crime will not diminish in the black community until unemployment diminishes. It is also argued that minority communities will not get a handle on their crime difficulties until those communities become mobilized to prevent crime. (Author/AM)

ED 147 392 UD 017 555 Moeting Basic Needs: Strategies for Eradicating
Mass Poverty and Unemployment.
International Labour Organisation, Geneva (Switzerland).

Pub Date 77

Note—60p.

Available from—ILO Publications, International
Labour Office, CH-1211 Geneva 22, Switzerland (\$3.00)

Labour Office, CH-1211 Geneva 22, Switzerland (53.00)
Document Not Available from EDRS.
Descriptors—*Economic Development, International Programs, Labor Conditions, Labor
Economics, Labor Market, *Low Income, National Programs, Poverty Programs, Quality of
Life, Rural Development, Technological Advancement, *Unemployment, *World Problems
Identifiers—*World Employment Conference
This work presents the concerns and conclusions of the World Employment Conference held
in Geneva in 1976. It includes a formerly
published article which summarizes the preparatory work, discussions which took place, and the
main results of the Conference would propose national and international strategies and measures
for a direct and concerted attack on the problems
of poverty, unemployment, and income inequalitor a direct and concerted attack on the problems of poverty, unemployment, and income inequalities. The second part of the volume consists of the Declaration of Principles and Programme of Action adopted by the Conference. The participants endorsed the "basic needs approach" to

development, resolving that national development strategies, plans, and policies should give priority to the promotion of employment and the satisfac-tion of the basic needs of each country's populaton within the next generation. The Principles and Programme of Action delineate ways in which this goal may be pursued and met. There was a general feeling among those attending that the success of the Conference was largely due to the fact that the themes before it were too importunity to the fact that the themes before it were too importunity to give the price of the second of the conference was largely due to tant to risk failure. (Author/GC)

ED 147 393 UD 017 556

ED 147 393

Wilke, Beth Voorhees Beers, C. David
Implementing Project Awareness: A Multi-State
Training Program Addressing Sex Discrimination Issues in Education.

Washington Office of the State Superintendent of
Public Instruction, Olympia.

Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 77

Contract—OFG-0-75-00202

Contract---OEG-0-75-00202

Contract
Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Change Agents, *Changing Descriptors—*Bias, Change Agents, *Changing Attitudes, Instructional Materials, *Program Effectiveness, *Program Evaluation, Question-naires, *Sex Discrimination, Sex Stereotypes,

Secondary Education Act Title V, Idaho, Mon-tana, Nevada, Oregon, *Project Awareness, Washington

This report is a synopsis of the formal evalua-This report is a synopsis of the formal evalua-tion of Project Awareness, cooperatively con-ducted by seven Western states and designed to help educators recognize and work effectively to eliminate sex bias in education. A major com-ponent of the project, for educators and citizens, was the development of a training program designed to increase awareness of the extent of and consequences of sex bias in education. Part of the program's purpose was to suggest of the program's purpose was to suggest techniques and change strategies for the develop-ment of educational activities to promote equal educational opportunities. Each of the seven par-ticipating states developed their own implementation and dissemination plan for using the training materials developed for the project. The data col-lection for evaluation of the project emphasized three components: (1) a written survey question-naire, (2) an individual interview to explain and annotate the survey responses, and (3) a group seminar to discuss the major lessons learned about implementation. The survey questionnaires and the interviews provided basic descriptive data about the ways the project materials were used and some summary judgements about their effec-tiveness. The most important aim of the evaluation was to document the perceptions of the im-plementation process held by those who had first plementation process held by those who had first hand experience with managing the program. This synopsis includes the highlights of the final evaluation, as well as an overview of the evaluation methods used and an edited transcript of a seminar on the lessons learned about the process of the program's implementation. The basic theme that runs through the findings is that the most important elements of this program were human qualities such as commitment and parience. (Author/AM) tience. (Author/AM)

ED 147 394 UD 017 557 Welch, Finis

Employment Quotas for Minorities. Rand Corp., Santa Monica, Calif. Ranu Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Department of Labor, Washington, D.C.

Report No—R-1812

Pub Date May 76

Contract—L-74-88

Grant-016A-7401-P2021

Note—64p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage. EDBS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Affirmative Action, "Data Analysis,
"Employment Practices, Employment Services,
"Equal Opportunities (Jobs), "Income
"Minority Groups, Models, "Quotas
This report, part of Rand's Labor and Population Studies Program, delves into sources of
black/white income differentials. This report has

black/white income differentials. This report has as its purpose, the use of employment quotas as an analytical device for devising a priori notions of what the effects of government attempts to reduce employment discrimination might be. Following a formal solution to both a one-sector and

a two-sector model of quotas, wherein the two-sector case quotas are imposed on only one sec-tor, a number of simulations are presented. The simulations are an arithmetical exercise conducted to give order of magnitude estimates of the social cost of quota-induced income redisthe social cost of quota-noticed moone reals tribution. The main conclusion is that without skill bumping quotas are expensive means of redistributing income. With skill bumping, quotas have the potential of redistributing income at costs that appear trivial, but there is a problem. Skill bumping presumes that workers are up-graded into better paying jobs than they would otherwise hold. Protagonists of affirmative action have argued that quotas for skilled minority workers create incentives for increasing minority skills and therefore provide longer run incentives for eliminating the skill component of majority/minority income differentials. That these effects are in fact ambiguous is established by ex-amination of a very simple one-sector model in which quotas only redistribute income without so-cial costs. In sum, the analysis presented suggests that the antagonists fears of quota programs with high social costs alongside widespread sacrifices of employment standards may be ill-founded. On the contrary, it is the flexibility of standards that can dampen costs. As in many other cases, effects of quotas seem to be largely an empirical question. (Author/AM)

ED 147 395

UD 017 559

An Analysis of the Impact of Computer Assisted Instruction on a Program Designed to Ameliorate the Effects of Racial Isolation in the Los Nictos School District.

Los Nietos Elementary School District, Calif. Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 6 Oct 77

Note-81p.; For related documents see ED 118 110 and UD 017 550

Descriptors—*Basic Skills, *Computer Assisted Instruction, Computer Oriented Programs, *Computer Programs, Computer Programs, Computer Programs Computers, *Locus of Control, *Program Descriptions, *Program Effectiveness, Program Evaluation, Success Fac-tors, Teaching Techniques Identifiers—*California (Los Angeles), Emergen-

cy School Aid Act

The Los Nietos School District in Los Angeles was the first school in the United States that had its basic skills program supported through intensive use of computers. Through fundings under the Emergency School Aid Act (ESAA), the program is embarking on its third year. The system initially supported 17 typewriter-style terminals, but before the end of the year the number was but before the end of the year the number was increased to 24. The system supported the following courses: Arithmetic Proficiency Training Program, Elementary Reading Skills, and WRITE. The system was affected by slow response time and soft are problems and the courses shifted to Elementary Reading Skills (grades 3-6), Elementary Arithmetic (Grades 1-7), and Elementary Language Arts (Grades 3-6). In the evening hours, the system was used with adult reading, math, and language skills Computer Assisted Inmath, and language skills. Computer Assisted In-struction (CAI), it has been shown, is an effective medium for building internal control in the child who believes that his life is controlled by external forces. It also appears that CAI is a valuable medium of instruction in school districts that are in the process of desegregation. Teachers have reported that pupils who have been the most difficult to handle appear to be particularly at-tracted to the medium of CAI. (Author/AM)

ED 147 396

UD 017 561

Walker, Mae A History of Education of Afro-Americans in America.

Pub Date 75 Note-343p

Available from-RF Publishing, Inc., P.O. Box

Available from—RF Publishing, Inc., P.O. Box 244, Millburn, N.J. 07041 (\$6.50) Document Not Available from EDRS. Descriptors—*American History, Black Colleges, *Black Education, *Black Studies, Civil War (United States), *Educational Opportunities, Elementary Secondary Education, Equal Education, Higher Education, *Historical Reviews, *Racial Factors, Slavery, Social Factors Identifiers—Douglass (Frederick), Du Bois (William Edward B), Washington (Booker T), Woodson (Carter G)

This book is a collection of readings selected to present an historical overview of the educative experiences of Afro-Americans. The essays focus upon social, economic, and political factors which have conditioned educational opportunities for blacks in this country. The work is divided into four sections. "Education in Ante Bellum into four sections. "Education in Ante Bellum America" deals with the effects of slavery on the education of blacks. "Civil War and Reconstruction" focuses upon the legacy of black education as affected by the dynamics of the war, emancipation, and reconstruction processes in the South. In "The "Nadir' of the Black Experience" South. In "The Nadir of the Black Experience" five contemporary authors review the development of separate education for black Americans. The philosophies and works of Frederick Douglass, Booker T. Washington, W.E.B. Du Bois, and Carter Woodson are described in these essays. The final section "Directions for Change" ents an amalgam of writings on related social and educational themes. The editor states that education has historically been a vehicle for the socioeconomic advancement of black people in the U.S. The improvement of educational opportunities is thus linked with the achievement of full equality at all levels of society. (Author/GC)

ED 147 397 UD 017 564

Clore, Gerald L. Bray, Robert M.

The Effects of Children's Stories on Behavior and Attitudes: Modeling and Vicarious Role Playing. Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 1 New 2721

Pub Date [Nov 77] Grant-MH-14510-04

Note-20p.

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Patterns, *Childhood Attitudes, Comparative Analysis, Elementary Education, Grade 3, *Males, *Role Playing, Sex Differences, Story Reading, *Story Telling Identifiers—Illinois (Urbana)

Stories were read to 62 male third grade childhood in the comparation of the comparation of

dren from two elementary schools in Urbana, Illinois. They were randomly assigned to one of four story conditions: vicarious role playing, sym-bolic modeling, a combination of the two, and a control condition. The basis of the present experiment is the assumption that vicarious role periment is the assumption that vicarious role playing is similar to the process whereby one identifies with or takes the role of the major character in a story. The effects of stories designed to induce modeling and vicarious role playing were assessed both separately and in combination. The basic story concerned a family of duck hunters that magically changes places with a family of wild birds and are subsequently hunted by their former prey. The behavioral ef-fects of hearing the stories were assessed im-mediately afterward, and the attitudinal effects were surveyed six weeks later. Both measures showed internal consistency. As evidence for the validity of the measures, it was demonstrated that: (1) the behavioral measure discriminated boys with hunting fathers from boys with nonhunting fathers, and (2) both measures successfully discriminated male from additional female ondents. Despite the evidence for their validity and reliability, neither the behavioral nor the attitudinal measure was affected by the experimental stories. The results of this experiment provide no evidence that exposure to children's literature has any immediate behavioral or long term attitudinal effects on children. (Author/AM)

Moffett, Carlton C.

A Study of Administrator Perceptions of the Effec-tiveness of Practices to Facilitate the Desegrega-tion Process of Selected School Districts. Pub Date 76

-155p.; Ed.D. dissertation, North Texas

State University
Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor,
Michigan 48106 (Order No. 76-29,157)
Document Not Available from EDRS.

Descriptors—*Administrator Attitudes, Change Agents, Doctoral Theses, Educational Change, *Educational Practice, *Integration States, *School Integration, *Southern States,

*Surveys

This dissertation was designed to determine the practices used by selected school districts to cope practices used by selected school districts to cope practices used by selected school districts to cope practices. rith the changes stemming from school integration, and to determine the effectiveness of these practices as perceived by central-staff administra-tors. Selected large city school districts with enrollments of 30,000 students and above, located in the six southern states under the jurisdiction of the Fifth Circuit Court of Appeals, were selected for this study. These districts, of which there were 34, also had to be under a federal court desegregation order to be included. Central-staff administrators who were generally knowledgeable of their school districts' desegregation efforts were asked to complete a 31 item survey instrument to record their perceptions of effectiveness of their districts' desegregation practices. The thrust of the survey was to determine the effectiveness of desegregation practices involving students, teachers, and administrators in each of the districts. The study also included a comprehensive review of the literature with respect to desegregation practices and the suggestions and recommendations of various authorities. Just over 90% of the selected school districts responded. The survey data revealed that the most effective The survey data revealed that the most effective desegregation practice for students is the provi-sion of alternative schools and programs to assist students unable to cope with the regular school environment.

ED 147 399

UD 017 567

Peterson, Jimmy L.

The Changes in the Educational System Resulting from the Growth of Black Political Participation and the Involvement of the Federal Government-A Select Study of Three Blackbelt Counties in Central Alabama Between 1960-1974.

Pub Date 76 -203p.; Ph.D. dissertation, University of

Note—203p.; Ph.D. dissertation,
Michigan

Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor,
Michigan 48106 (Order No. 76-27,567)

Document Not Available from EDRS.

Descriptors—Black Education, *Black Power,
*Black Role, Doctoral Theses, Elementary
Secondary Education, Federal Government,
*Government Role, *Participant Involvement,
*Bulifical Issues

Identifiers-* Alabama

The focus of this dissertation was to investigate the relationship between the increase of black political power and the involvement of the political power and the involvement of the federal government to the increase of black educational leadership in the areas of school board members, superintendents, central office administrators and building level administrators in a kindergarten-12 school system in three selected counties in Central Alabama between 1960-1974. The study was descriptive in nature. It dealt with the changes in educational leadership resulting from the growth of political participation by blacks and the involvement of the federal government in the three selected counties. The sample population involved consisted of black educapopulation involved consisted of black educa-tional leaders, leaders of black civil rights ortional leaders, leaders of black civil rights organizations, and political group organizations.
Data were obtained through personal interviews
and from government documents. Based upon the
analysis of the data, it was found that prior to the
passage of the 1965 Voting Rights Act, black
political participation in voter registration in the
three counties had remained relatively low. Since
the passage of the Act, the increase in black
voter registration and political activity has been
significant. The increase in black educational
leadership was attributed to passage of the Act,
the involvement of the federal government in the
form of examiners, and the arduous efforts of form of examiners, and the arduous efforts of black organization leaders in each of the counties. It was concluded that the growth of political participation by blacks and the involvement of the federal government were significantly related to the increase of black educational leadership. (Author/AM)

ED 147 400

UD 017 568

Fiscalini, Frank
The Educational Park: A Preventive Strategy for
Meeting Educational, Ethnic and Societal De-

Pub Date 76

Pub Date 76
Note—311p.; Ed.D. Dissertation, University of
Northern Colorado
Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor,
Michigan 48106 (Order No. 76-29,745)
Document Not Available from EDRS.
Descriptors—Case Studies, *Community Involvement, Doctoral Theses, *Educational Alternatives, *Educational Parks, *Educational tives,
Planning
lentifiers—*California (San Jose), *East Side
Union High School District CA

The purpose of this dissertation was to describe rocesses involved in the development of the East ide Educational Park-Independence High chool, East Side Union High School District, San Jose California. Impetus for development of the Educational Park came from the need to develop a system of quality education that would, at the same time, prevent school segregation. The case study method was used to maximize insight and understanding of personal involvement and experience in development of an educational park. Information for this paper was gathered from the following sources: (1) school Listrict records, (2) newspaper files, (3) professional colleagues, (4) interviews with community participants, and (5) personal "collections. One of the major outcomes from this study was the detailing San Jose California. Impetus for development of ajor outcomes from this study was the detailing of a process of community involvement and ex-ternal agency participation for the implementa-tion of a significant school plant planning change (development of an educational park). Emphasis was placed on the need to have an understanding of the application of position or political pow one planning for inter-agency cooperation. Su-intendency longevity as an element of leader-p commitment and administrative skills per-ved to be important for managing change are alyzed. (Author/AM)

ED 147 401 UD 017 569

Mangum, Claude J.

Alro-American Thought on the New York City
Public School System, 1905-1954: An Analysis
of New York City Afro-American Newspaper
Editorials (Volumes I and II). Pub Date 76

Note-521p.; Ph.D. Dissertation, Columbia

University
valiable from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-29,106) ocument Not Available from EDRS.

ecuminatives Availables from EDRS.
escriptors—"Black Education, Black Literature,
"Blacks, Doctoral Theses, "Editorials,
"Newspapers, "Public Schools
antifiers—"New York (New York)

The purpose of this dissertation was to supply more precise information on the educational values of Afro-Americans in New York City so that policy might better incorporate these values consequence reduce problems causing related to the school system. A and as a cons chronological chapter organization was used to better understand the changes in educational values expressed in Afro-American newspaper editorials. The research problem asked how Afro-American thought on the New York City public school system had developed between 1905 and 1954. Editorials were analyzed as to the degree 1934. Editorials were analyzed as to the degree they supported some of the existing interpretations touching on the topic. Particular attention was devoted to analyzing the editorials as they responded to six major issues often reflecting conflicts in values: integrated vs. segregated schools, the role of politics in education, criteria for allocating resources, the curriculum best suited for Afro-American children, the role of parents in education, and personnel practices. The thesis underlying this study was supported by the editorials examined. This thesis proposed that although Afro-American thought on the N.Y. public school system was generally favorable 1905 through the mid-1920's, Afro-Amer-City p ican opinion thereafter increasingly reflected disastisfaction with the segregated and unequal treatment accorded Afro-Americans. Concluded in this study was the necessity for educational policy within a pluralistic society to include Afro-American values. (Author/AM)

ED 147 402 UD 017 570

Jenkins, Jeffrey Historical Analysis of Two Selected School Dis-tricts that Have Undergone Desegregation.

-188p.; Ph.D. dissertation, University of

Note—188p.; Ph.D. dissertation, University of Michigan Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-27,500)
Document Not Available from EDRS.
Descriptors—Doctoral Theses, Reviews, *Integration Effects, *Integration Plans, *Interviews, Public Opinion, *School Integration*

fiers-*Illinois (Evanston), *Michigan

The purpose of this dissertation was to examine the events which developed in Kalamazoo, Michigan and Evanston, Illinois during the transi-tional period in which the public schools in each moved from desegregated systems. One of the school districts desegregated systems. One of the school districts resisted desegregation and was forced with a court order to desegregate its public schools. The other school district implemented a desegregation plan voluntarily, without a court order. The study also considered the opinions and perceptions of school people and community leaders as to the advantages and disadvantages of voluntarily implementing a desegregation relan without a court plementing a desegregation plan without a court order. The study is historical in nature and is restricted to the periods representing the first five years of desegregation in these communities. Extensive personal interviews were conducted in both communities. Based upon the findings, the ring conclusions were put forth: (1) according to the majority of persons interviewed in each community, the implementation of a voluntary desegregation plan has more advantages than disadvantages for local school systems, (2) under a voluntary plan, control and ultimate decision-making power can remain with the legally elected authority, namely the board of education. authority, namely the board of education, (3) school boards that resort to litigation in continuing to resist desegregation are certain to remain under court supervision for a long period of time lessening their discretion to make certain kinds of decisions, and (4) firm support from political groups, civic groups, churches, and the press is essential to carrying out a successful desegrega-tion plan. (Author/AM)

ED 147 403 UD 017 571

Rielle, Betty R.

Competencies for Urban Administrators to Effe
Citizen Involvement in Educational Decisi Making. Pub Date 76

-199p.; Ph.D. Dissertation, University of Pittsburg

Available from-University Microfilms, Disserta-Available from—University Microfunctions
tion Copies, P.O. Box 1764, An
Michigan 48106 (Order No. 77,704)
Document Not Available from EDRS.
Descriptors—*Chief Administrators,
Participation, *Decision Making,
There of the Property of the P

*Citizen

Participation, *Decision Making, Doctoral This dissertation explicates specific competences needed by urban administrators in order to effect citizen participation in educational decision making. It answers five research questions which focus on citizen participation. The research focus on citizen participation. The research design included two types of descriptive research content analysis and descriptive survey. Five steps were followed through which the list of competencies were explicated. A summary of the content analysis of the studies included analysis of the concept of citizen participation, the strate of the concept of citizen participation, the strate-gies employed, the importance of the role of the administrator in fostering citizen participation in educational affairs, the various roles an adminis-trator can play, and the competencies needed to fulfill these roles. The questionnaire data were tabulated to summarize the general perceptions of the survey group. Among the principal findings from this study were: (1) the derivation of 56 competencies, (2) that the most needed com-petencies were related to training paraprofes-sionals, loaning educational materials to community persons or groups, training in communication nity persons or groups, training in communication skills and techniques, and election of staff and skills and techniques, and election of staff and students to community councils, (3) that administrators in all three types of schools possess, use, and see need for different competencies, and (4) that most administrators expressing need for training or improvement of skills fell in the experience groups of 6-10 or 11-15 years. (Author/AM)

ED 147 404 UD 017 572

obinson, William D.
community Involvement in Planning New School Pub Date 76

Ed.D. Dissertation, Harvard

Note—400p.; Ed.D. Dissertation, Fig. University
Available from—University Microfilms, Dis

valiable from—Daversity McFottins, Disserta-tion Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-322) ocument Not Available from EDRS. secriptors—"Community Involvement, "Community Planning, "Community Programs, Doctoral Theses, "Educational Change, "School Planning." *School Planning Identifiers—*Massachussetts (Boston)

This dissertation is based on the author's role as "community consultant" to the Educational Planning Center, Boston Public Schools for three school planning projects: a 5,000 pupil city-wide campus high school in Madison Park, Roxbury; dispersed-site schools for the South End; an ele-mentary school integrated with a new school for the deaf in Allston-Brighton. Issues include the potential of community involvement for initiating reform and its effect on school plans, the partici-pants, the communities and the planners. Among the tasks which were included were: (1) forming an Advisory Cabinet for the city-wide high school consisting of representatives from institutions and unities with weighted representation for 18 comm walking distance (black) community, and (2) attempting to work though a newly formed commu-nity organization in the South End. Results were (1) acceptance by the planning center of community involvement as an integral part of the planning process, and (2) limited impact on school plans, participants, and communities represented in the Advisory Cabinet. It is concluded that a system of community involvement in Boston must be linked to a reconstituted School Committee elected by district (instead of at-large) and supported by administrative decentralization. (Author/AM)

ED 147 405 UD 017 573

Haig, Theodore J

An Assessment of Attitudes of School Committee Members and Administrators Toward Volunta-ry Collaborative Metropolitan Education. Pub Date 76

Note-169p.; Ed.D. dissertation, Boston College Available from—University Microfilms, Disserta-tion Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-30,377) Document Not Available from EDRS.

criptors-*Administrator Attitudes, Attitudes, *Attitude Tests, Doctoral Theses, *Educational Plannine Interinstitutional Cooperation, *Questionnaires

Identifiers-* Massachussetts (Boston)

The purpose of this dissertation was to assess the attitudes of school committee members and administrators toward voluntary collaborative metropolitan education and to determine if a relationship existed between their expressed at-titudes and the past performance of their respective school districts in establishing collaborative patterns. A panel of experts selected ten school districts from the Greater Boston Standard Metropolitan Statistical Area to conduct the investigation. Five of the school districts selected were identified as having done the most in establishing collaborative patterns. The remaining five school districts selected were identified as having done the least in establishing collaborative patterns. The attitudes of school committee members and administrators from those selected school districts were assessed by a 23-item questionnaire designed to measure attitudes questionnaire designed to measure attitudes toward voluntary collaborative metropolitan education. The questionnaire was administered in ten school districts. The results indicated that there was a positive relationship between attitudes of school committee members and administrators toward voluntary collaborative metropolitan edutoward voluntary collaborative metropolitan edu-cation and the past performances of school dis-tricts in establishing collaborative patterns. The findings identified the types of suburban school districts which would have the greatest chance of successful implementation of collaborative rela-tionships with urban school districts suffering from minority student isolation. (Author/AM)

ED 147 406 UD 017 580

Durley, Gerald L.
A Variance Analysis of the Self-Esteem Among
Black Elementary School Children: Sex and
Grade Level, the Determining Variable. Pub Date 73

Pub Date 73
Note—122p.
Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-08592)
Document Not Available from EDRS.
Descriptors—*Black Students, *Doctoral Theses, *Elementary Education, *Self Esteem, *Sex

*Elementary
Differences
Identifiers—*Illinois (Chicago)
In this dissertation there were two major
research elements: (1) to ascertain whether the
level of self-esteem among black elementary
school children tends to decrease as they progress
invalidationally. and (2) to determine whether

black elementary females perceive themselves as having a higher level of self-esteem than do their male counterparts in the same grade. The data was gathered on 397 black elementary school children from a Northern Illinois school district. The instruments used to measure the levels of self-esteem were the Coopersmith Self-Esteem Inventory for grades four through six and the Revised Self-Esteem Inventory by Coopersmith for grades one through three. Findings indicated that contrary to the stated hypothesis, black ele-mentary school children's level of self-esteem does increase at each grade level with a signifi-cant increase between the 5th and 6th grades. (Author/AM)

ED 147 407

UD 017 581

Nasseri, Gholamreza

Self-Esteem, Test Anxiety and General Anxiety Among Students of Three Ethnic Groups in Grades 9 Through 12.

Pub Date 75

Note-173p.

Available from—University Microfilms, Disserta-tion Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-8926) Document Not Available from EDRS. Descriptors—*Anxiety, *Black Students, *Conversion Students, Document Theore, Ethnici

*Caucasian Students, Doctoral Theses, Ethnicity, Secondary Education, *Self Esteem, *Sex Differences, *Spanish Speaking

This dissertation investigated the levels of self esteem, general anxiety, and test anxiety, and their inter-relationships among white, black, and Spanish surnamed students in grades nine through twelve. The relationships of sex and grade levels to these variables were also examined. A group of 2,448 students from two public high schools were tested, using Coopersmith's Self-Esteem Inventory, and two other anxiety scales. Analysis of variance of self-esteem data showed statistically significant main effect differences for race, grade levels, and their interactions, but not for sex. Correlational analysis of the data showed a positive relationship between the two anxiety scales, and a negative relationship between each anxiety scale and self-esteem data. Analysis of some data did not show a clear pattern of the effects of sex, race, and grade levels. It was concluded that sex is not a major determinant of students' anxiety level, but that ethnicity is. (Author/AM)

ED 147 408

UD 017 582

Burger, Mary Louise Hirsh
A Comparative Study of Self-Esteem Among
Young Black, Spanish, and White Children. Pub Date 73

Note-63p.

Available from-University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-20537)

Document Not Available from EDRS.
Descriptors—*Black Students, *Caucasian Students, *Childhood Attitudes, Doctoral Theses, Elementary Education, *Self Esteem, Sex Dif-

ferences, *Spanish Speaking Identifiers—*Illinois (Chicago)

This dissertation compared the self-esteem of low socioeconomic black, Spanish, and white males and females in kindergarten, first, and second grades. The subjects used were 416 primary children from two suburban communit adjoining Chicago to whom the Coopersmith Self-Esteem Inventory was given in a revised form. The schools used in the study had the greatest percentage of integration in the district. Schools which were either all black or all white were not included. The instrument administered consisted of items which determine self-esteem and which were concerned with childrens' attitudes toward parents, school peers, and personal interests. Findings of the three-way analysis of variance indicated that there was no significant difference in main effect for ethnic group membership or sex but there was a significant difference for grade. There was a significant difference between scores of the kindergarten and first grade children and kindergarten and second graders, but no difference between first grade children and those in second grade. It was suggested that the greatest increase in self-esteem occurred between kindergarten and first grade, possibly due to school experiences and greater peer influence. (Author/AM) ED 147 409

UD 017 583

Jones, Charles H.
The Relationships of Self-Esteem, General Anxiety and Test Anxiety in Black and White Elementary School Students.

Note-64p.

Available from-University Microfilms, Disserta-Available from—University Microtims, Disserta-tion Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-20547)
Document Not Available from EDRS.
Descriptors—*Anxiety, *Black Students, *Caucasian Students, Doctoral Theses, Elemen-tary Education, Ethnic Groups, *Self Esteem, *Sex Differences, *Spanish Speaking Identifiers—*Illinois (Chicago)

The purpose of this dissertation was to investigate the relationships between self-esteem and general anxiety and test anxiety by sex and by grade level for a matched sample of white and by grade rever for a materical sample, of winted and black young adolescent students in a racially integrated school setting. Various tests were administered to the entire student population of the East Aurora, Illinois Elementary School District. The test results were analyzed by grade, sex and ethnic group membership. (Author/AM)

ED 147 410

UD 017 585

Rose, Harold M. Black Suburbanization: Access to Improved Quali-ty of Life or Maintenance of the Status Quo?

Note—289p. Available from—Ballinger Publishing Co., 17 Dunster Street, Cambridge, Mass. 02138
Document Not Available from EDRS.

Descriptors-*Black Population Trends, *Blacks, Community Services, Economic Opportunities, Educational Opportunities, Educational Quality, Employment Level, Employment Patterns, Family Characteristics, Ghettos, Housing Op-portunities, *Quality of Life, *Residential Patterns, Social Structure, Sociocultural Patterns, Socioeconomic Status, *Suburbs, *Urban to

Suburban Migration

Large numbers of blacks have been moving into residential zones outside the central city but within what is sometimes called the metropolitan ring. By 1970, 3.5 million blacks, or a million more than in 1960, lived in these areas. Although these areas are outside the city proper, they should not be linked to the images held of typical suburbia. Emphasis in this volume focuses on one set of predominantly black communities, many of which evolved as black settlements located in the metropolitan ring, and another set which was the target of black ring entry during the sixties. This work emphasizes the following attributes associated with the altered location of the mover population: housing, educational benefits, economic security, workplace accessibility, and other social services. The study finds that the quality of life in the black suburban rings is lower than that available in other suburban areas. These black populations form what are essentially vest pocket ghettos. As such, black suburbanization, as it is now, represents another settlement phase, and not a major reordering of the way blacks acquire residential access. Conclusions are sup-ported by socioeconomic and demographic data. (Author/GC)

ED 147 411 Nadel, Max. Ed. UD 017 586

Focus on New York City.

Association for Multiethnic Programs, Inc., New

York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 77

Note—202p. EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—Bibliographic Citations, Blacks, Chinese Americans, Cross Cultural Studies, *Cultural Pluralism, Curriculum Guides,
*Ethnicity, *Ethnic Studies, *Grade 8, Immigrants, Italian Americans, Jews, Junior High
Schools, *Manuals, Puerto Ricans, Teaching

Identifiers-*Irish Americans, *New York (New York)

This teaching manual presents a model course for eighth graders involving the study of the ethnic groups that make up an American urban community. The course considers cultural, historical and sociological elements of immigrant groups in New York City, especially the Irish, Italian, Jewish, Chinese, Black and Puerto Rican populations. The manual describes the procedures and methodology devised by teachers in a course at New York University. These procedures were used in the teachers' own classes. The teachers began with a study either of their own or a nearby community in which a nexclasses. The teachers began with a study their own or a nearby community in which a particular ethnic group predominated. This established a pattern of study and investigation which was employed in the examination of other selected ethnic communities. In concluding lessons it was possible to examine immigrant patterns in history and culture in other parts of the country. Two of the teachers' studies are described. Their courses are outlined in terms of content teaching methods formal lessons and content, teaching methods, formal lessons, and student assignments. Some student responses, as taken from their compositions, are presented. Also included in this manual is an extensive sec-Asso included in this manual is an extensive section on the immigrant experience in literature. Selections are taken from works dealing with the six major ethnic groups mentioned above. The manual is supplemented by a bibliography. (GC)

ED 147 412

UD 017 587

Carrison, Muriel Paskin Beyond Busing: A Societal and Genetic Vie Pub Date 30 Aug 77

Note—35p.; Paper presented at the Annual Meeting of the American Psychological Association, (San Francisco, California, August 26-30, 1977)

(San Francisco, California, August 20-30, 197).

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bus Transportation, Elementary
Secondary Education, *Equal Education,
Public Schools, *Racism, *School Integration,
School Redistricting, School Segregation,
*Socioeconomic Status

In this paper the author takes the position that integrated schools are basic to a genuinely inintegrated society. Similarly, only through equal education can we offer equal opportunity to every citizen. Segregated schools, the author states, are a result of poverty and government sanctioned segregation in other areas. The most obvious of these areas is housing. The most effective way to achieve school integration, given this situation, is through redistricting and busing. The author demonstrates the contradictory nature of arguments against busing for purposes of integration, pointing out that transporting children to school has been a part of American educational school has been a part of American educational tradition for a century. Poverty and race are often confused as issues in school segregation. This paper asserts that it is socioeconomic class, not color, which is the real issue in school segregation. Few parents would object to their children studying with a black child whose parents are doctors. By isolating poor children in inferior schools, however, we are virtually assuring them of remaining in the social cycle of inferior schools, however, we are virtually assuring them of remaining in the social cycle of poverty and ignorance. Everyone stands to lose. The author of this paper posits that a segregated society is analogous to an isolated gene pool in which species eventually atrophy or die out. Diversity, on the other hand, stimulates innovation and creativity. Children in integrated schools, as well as having equal educational opportunities, can stimulate each other in the interest of a vital and dynamic society. (GC)

ED 147 413

UD 017 589

Cameron, Colin And Others
Food Stamps: A Bibliography.
Wisconsin Univ., Madison. Inst. for Research on Poverty.

Pub Date Jun 77 Note—57p.; Best copy available EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage. Descriptors—*Annotated Bibliographies,
*Nutrition, *Poverty Programs, *Social Welfare, Welfare Recipients, *Welfare Services
Identifiers—*Food Stamps
A voluminous body of literature exists on the

topic of food stamps including the administration of the federal and state programs and the question of abuses and fraud. This bibliography describes a portion of that material in print. An describes a portion of that material in print. An introduction provides general information and a chronology of the food stamp program and comments on the place of nutrition in social welfare. Topics in this classified, annotated bibliography include: hisotry of the food stamp program from the late 1930's to 1961; background information on potential recipients; nutrition and food information; continuing Nixon's reforms up to the present; the delivery of the service; advocacy for the poor in need of food stamps; debate on the

issue of abuse; citations of related interest; and sourcebooks and ongoing sources of information An author index is also provided. (Author/GC)

ED 147 414

UD 017 591

Simonson, Michael R.
Global Awareness in the Curriculum. Research
Reports, Vol. II, Issue I.
lowa State Univ. of Science and Technology,

es. Research Inst. for Studies in Education. Pub Date Sep 76

Note—69p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Conference Reports, *Cross Cul-tural Studies, *Cultural Awareness, Elementary Education, *Elementary School Curriculum, *Social Studies, *World Affairs Identifiers—*Multicultural Education

Study of the world and its people have always been goals of the educated person. Until recently, the social studies curriculum has been the focal point for world study. Traditional curriculum plans usually have had world history as a major component, and, in some instances, electives in comparative economics, world culture, sociology, and other related areas were available for interested students. However, despite efforts by isolated educators, the study of the world and its people as a continuing component of the school curriculum has been an exception. Recently groups both within and outside of the formal edu cational system have begun to realize that we are living in an increasingly interdependent world. In order for mankind to continue to progress without threat of catastrophic man-made disaster, the peoples of the world need to understand each other. This need can be met by global awareness, the process of becoming open, sensitive, positive toward other cultures as well as toward one's own. This report contains the edited proceedings of a conference on global awareness. Papers by professional educators cover a variety of topics in cross cultural education, particularly for elemen-tary school students. (Author/GC)

Farrow, Earl V.

A Longitudinal Study: The Long-Term Impact of the Rutgers Upward Bound Program on its Par-Pub Date 76

Note-131p.; Ed.D. dissertation, Rutgers University, State University of New Jersey

Available from—University Microfilms, Disserta-tion Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-27,319) Document Not Available from EDRS.

Descriptors-*Academic Achievement, Blacks, Caucasian Students, *College Students, Doctoral Theses, *Ethnic Groups, Higher Education, *Longitudinal Studies, Puerto Ricans, Racial Differences, Sex Differences, Success Factors

Identifiers—New Jersey, Rutgers The State University NJ, *Upward Bound

The purpose of this dissertation was to examine the long-term impact of the Rutgers Upward Bound Program. The questions relating to the long-term impact of the program were explored by means of an ex post facto approach, using stu-dents' records and other data to determine what happened in natural situations. The sample studied consisted of 144 females and 148 males. The racial/ethnic composition was as follows: 80% black, 9% white, and 11% Puerto Rican. Among the conclusions based on the findings are the fol-lowing: (1) the college success rate for participants was significantly higher than for non-par-ticipants, (2) college success for those partici-pants considered to have scored high on the Scholastic Aptitude Test was not significantly higher than those participants considered to have scored low, (3) the college success rate of participants with high class rank was significantly higher than those participants with low class rank, (4) the association between exposure to the m and college enrollment was insignificant, and (5) the association between exposure to the and (3) the association between exposure to the program and college success was insignificant. In conclusion, students who participated in the program were more likely to succeed in college than non-participants. The length of time participants spent in the program had no significant effect whom enrollment and college than upon enrollment and college success rates.
(Author/AM)

ED 147 416 UD 017 616 ul Jay Gitelman, Par

Morale, Self-Concept and Social Integration: A Comparative Study of Black and Jewish Aged, Urban Poor.

Pub Date 76

Note-250p.; Ph.D. dissertation, Rutgers Univer-

Note—250p.; Ph.D. dissertation, kutgers University, State University of New Jersey
Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-27,003)
Document Not Available from EDRS.

Descriptors—*Blacks, *Comparative Analysis, Doctoral Theses, *Jews, *Low Income Groups, Morale, *Older Adults, Racial Differences, Racial Factors, *Self Concept, Senior Citizens,

The basic premise of this dissertation is that racial, ethnic, and religious differences although significant, are not sufficient in and of themsignificant, are not sufficient in and of them-selves, to account for aging individuals' self-ap-praisal. Two distinct groups of aged, urban poor, blacks and Jews, compose the study population. The sample resided in deteriorating urban areas characterized by low income. Adjustment to old age was measured by the major dependent varia-bles; morale, self-concept and social integration, each subdivided into four dimensions. A questionnaire was constructed for the Jews through selection of items from Faulkner and Heisel's questionnaires with adjustments made for receirs questionnaires with adjustments made for specific group-related differences. Hypotheses were formulated regarding the relationship of designated ideal-types with the dependent varia-bles. While the sampling strategy stratified for sex, mobility and living arrangements, significant differences were determined between blacks and along various demographic From the findings it is confirmed that religion, race and ethnicity have an impact on adjustment to old age. Current objective circumstances seem to be of secondary importance in regard to one's life satisfaction while levels of previous attainment provide important perspectives on life satisfaction. At the end of the study implications for policy planning and service delivery are presented. The need to develop measures to ascertain actual needs as a function of life cir-cumstances and to clearly and basically comprehend the targets of particular policies is emphasized. (Author/AM)

ED 147 417 UD 017 617

Butler, Leon E. A Policy Analysis of Educational Opportunity Pro-Pub Date 76

Note-274p.; Ph.D. dissertation, State University of New York at Buffalo

Available from—University Microfilms, Disserta-tion Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76,505) Document Not Available from EDRS.

Descriptors-College Students, Doctoral Theses, *Educationally Disadvantaged, *Educational Policy, *Higher Education, *Minority Groups, *Policy Formation, Post Secondary Education Identifiers—*Educational Opportunity F

gramming
The purpose of this dissertation was to identify the nature of constraints toward facilitating the movement of more minority students through alternative post-secondary institutions on the strength of resources made available to the Educational Opportunity Programming (E.O.P.). The first three chapters of the study are issue centered. These chapters examine internal and external forces which either directly or indirectly impinge upon the program's capacity to reach the goal of providing a good education for minority disadvantaged students. The forces are discussed in relation to a framework for assessing political feasibilities of different action courses. This dissertation recommends policy changes for developing a better understanding of alternative ways in which the Educational Opportunity Programming might improve its net outputs. Such outputs are related to programmatic factors including more adequate placement of students in junior and senior colleges, alternative approaches to the improvement of student performance, improvements in supportive services, etc. There is a focus upon program effectiveness as this is defined in quantitative and qualitative terms, that is, increases in the numbers and increases in the performance of such students. (Author/AM)

ED 147 418

UD 017 618

Cole. Dorothy A Typological Study of the Women's Rights Move-ments: Implications for Black Women and Edu-

Pub Date 76

Note-383p.; Ed.D. dissertation, Rutgers Univer-Note—383p.; Ed.D. dissertation, Rutgers University, State University of New Jersey
Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-27,310)
Document Not Avallable from EDRS.
Descriptors—Authors, *Blacks, *Caucasians, *Comparative Analysis, *Females, *Feminism, Social Action, Social Change
The purpose of this dissertation was to explore the differences between the women's rights move-

the differences between the women's rights move-ments of the 19th and 20th centuries in the United States, focusing upon origins, issues, problems, attempted solutions, and outcomes per-taining to white and black women. The study attempted to predict benefits black women could expect from the current movement, based on the results of the first feminists' activities. The study consisted of an examination of a wide range of literature and activities of the two eras of feminism. Data was reviewed from the point of view of white and black authors relative to their treatment of white and black females. Interviews were held with women familiar with the past and present women's rights activities. Conventions, conferences, and others were used as sources of contact with women for open expression of views and attitudes on women's liberation. Correspondence with institutions that were leaders in en's education in both eras of feminism was used for informational purposes. Results indicate that inequities continue to exist between black and white females in employment and education. Disparities do not seem to be lessening between the two groups. It is suggested that the best course of action for black women is to strive for greater educational enhancement, continue their priorities with the race as a whole, and let con-cerns for womanhood, based on the white women's point of view remain in second place.

ED 147 419 UD 017 619 Baltzell, Dora Catherine

A Longitudinal Analysis of Reading and Arithmetic Achievement and Court-Ordered Desegregation (With "Forced" Busing) in a Large Urban School District in the South. Pub Date 76

Note-116p.; Ph.D. dissertation, University of Florida

Available from—University Microfilms, Disserta-tion Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-1103) Document Not Available from EDRS. Descriptors—*Achievement Gains, *Black Stu-

dents, *Bus Transportation, *Caucasian Students, Doctoral Theses, *Integration Effects, Integration Plans, Mathematics, Racial Dif-ferences, Reading Achievement, *School Integration

Identifiers-*Florida (Jacksonville)

This dissertation investigated, under conditions of court-ordered desegregation accomplished by "forced" busing, the assumption that desegrega-tion brings achievement gains for blacks but that it has no negative effects on white achievement. Reading and arithmetic achievement of a sample of 429 upper elementary students (both black and white, male and female) in Jacksonville, Florida was the focus of the investigation. The sample, of low ability, achievement, and estimated family income, appeared representative of the population. Subjects were desegregated by court-ordered busing at the beginning of the fourth grade. Findings indicate that when language is excepted, blacks showed large increases in reading achievement during the first year of desegregation, and whites showed generally stable levels of achievement. However, both black males and whites showed according to large and the stable and whites showed according to large and the stable and th and whites showed anomalous declines in language. In arithmetic achievement, blacks again showed increases, but whites showed very large declines. Based on the results, it was concluded that the assumption that desegregation brings black achievement gains was confirmed, while the assumption that white achievement is unaffected was not. This study leaves unanswered the question of whether these findings are due to changes in the type of school peers and level of proportion white experienced by each race, or to

the general systemic disruption of the first year of egregation. desegregation. Also suggested is that a teaching/instructional effect may be the root cause of the observed black gains and white losses. (Author/AM)

ED 147 420

UD 017 620

Scurry, Alphonso
The Interrelationships Among Disruptive Student
Behavior and Student Perceptions of Alienation,
and Internal-External Control in Black High School Seniors.

Note-95p.; Ph.D. dissertation, Florida State University

University
Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor,
Michigan 48106 (Order No. 76-28,639)
Document Not Available from EDRS.
Descriptors—*Black Students, Comparative Analysis, Doctoral Theses, *High School Students,
*Locus of Control, Secondary Education,
*Socially Deviant Behavior, *Student Alienation

Identifiers—*Florida (Jacksonville)

The purpose of this dissertation was to investigate the following questions: (1) Do students who participate in disruptive activities obtain scores on Dean's Alienation Scale that are significantly different from those of students who were not participants? (2) Do students who participate in disruptive activities obtain scores on Gurin's Multidimensional Internal-External Control Scales that are significantly different from those of students who were not participants? Further, this study examined the extent to which scores of all students on the Dean's Scales correlated with scores obtained on the Gurin's Scales. The sub-jects in the study were seniors of the Ribault Senior High School in Jacksonville, Florida. The sample consisted of 160 seniors. The experimensample consisted of 100 seniors. The experimental group was composed of 80 students identified from official school records as having participated in the disturbance which occurred during March of 1972. The control group was composed of 80 students who were randomly selected from the senior homeroom roster. The analysis of the data revealed that there was a significant dif-ference in the mean total scores of the experimental and control groups on the Dean Scales, leading to the rejection of the first hypothesis. The findings in the second hypothesis revealed there was a significant difference in the mean scores on the Dean Subscales, leading to rejection of the second hypothesis. Among the conclusions reached are the following: (1) Disruptive high school students perceived themselves as more alienated than the non-disruptive students. (2) There was no significant correlation between the disruptive and non-disruptive students on the basis of scores on both tests. (Author/AM)

Gaylord, Carolyn R.

The Influence of Reward Type and Working Condition on the Performance and Persistence of Children from Two School Settings.

Pub Date 76

Note-123p.; Ph.D. dissertation, University of Michigan

Available from-University Microfilms, Disserta-Available from—University Microfilms, Disserta-tion Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-27,487) Document Not Available from EDRS. Descriptors—*Black Students, Comparative Anal-ysis, Doctoral Theses, *Persistence, *Private Schools, *Public Schools, *Rewards, School Environment, *Task Performance

This dissertation was conducted to investigate the persistence and performance of children from the persistence and performance of children from two school settings: a public school and an inde-pendent black school. The sample consisted of 64 black children, ages 7-11. Thirty-two participants, 16 boys and 16 girls were attending the public school and an equal number of participants were from the independent school. The children worked on an embedded pictures task and on a math task. The apprendicts of the property of the proworked on an embedded pictures task and on a math task. The experimental conditions were as follows: individual reward, group reward, working together, and working alone. Hypothesis 1 predicted that the differences between persistence and performance when working for individual reward, and when working for group reward would be smaller at the independent school than at the public school. Hypothesis 2 predicted that the differences between persistence and performance when working alone and when working together would be smaller at the independent school than

at the public school. Hypothesis 3 predicted that concern for others and vicarious achievement satisfaction would be greater in the independent school than in the public school. This study showed that the independent school strongly insnowed that the independent school strongly in-fluenced children's persistence. The results also suggested that the socialization experiences of the independent school children predispose them to perform differently on the math problems and on the embedded pictures. Individual conditions resulted in better performance on the math task at the independent school. Group conditions had positive effects with the embedded pictures. By contrast, public school children responded similarly to the math task and the embedded pic-

ED 147 422 Arce, Carlos H. UD 017 622

Historical, Institutional, and Contextual Determinants of Black Enrollment in Predominantly White Colleges and Universities, 1946 to 1974. Pub Date 76

Note-386p.; Ph.D. Dissertation, University of

Note—386p.; Ph.D. Disserta-Michigan
Available from—University Microfilms, Disserta-tion Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-27,437)
Document Not Available from EDRS.
Descriptors—*Black Students, *College Students, Doctoral Theses, *Enrollment, *Enrollment In-fluences, Enrollment Rate, *Enrollment Trands, Higher Education

Trends, Higher Education
In this dissertation, black enrollment in
predominantly white colleges is examined by
identifying forces that have caused its fluctuation and distribution. The strength of these determinants is assessed and an explanatory model of black enrollment change is suggested. A critical procedure is compiling black enrollment statistics: national aggregate figures annually since 1946 and institutional figures for a sample of 486 colleges biennially since 1968. The historical analysis involved the following: (1) a compilation, adjustment, and reliability assessment of data, (2) creation of a uniform and continuou sequence of annual enrollment estimates, and (3) measurement and interpretation of interface between these trends and other phenomena, such as black demographic characteristics, financial support of higher education, and civil rights com-pliance efforts. The institutional/ contextual analysis examined the relationship of four categories of determinant variables to level and change in black enrollment. From the analysis of historical institutional/contextual relationships it was concluded that three dimensions are at work in determining the level of black enrollment: (1) the enrollment gap and availability pool, (2) external pressure, and (3) institutional resistance and amenability. These dimensions function differently by type of institution and by region and appear to adequately predict levels and change in black enrollment. (Author/AM)

Copeland, Large Lee
An Exploration of the Causes of Black Attrition at
Predominantly White Institutions of Higher Pub Date 76

e-166p.; Ph.D. Dissertation, University of Michigan Available from—University Microfilms, Disserta-

tion Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-27,469)

Michigan 48100 (Order No. 76-27,469)
Document Not Available from EDRS.
Descriptors—*Black Students, *College Students,
*Comparative Analysis, Doctoral Theses,
*Dropout Characteristics, *Dropout Rate,
*Environmental Influences, Higher Education,

Ouestionnaires A comprehensive review of an NIMH study which examined "institutional racial climate" was used to detect trends and patterns of the colleges surveyed in this dissertation. The main purpose of this study was to explore the causes of black atthis study was to explore the causes of black at-trition at predominantly white institutions of higher education. An open-ended 79 variable questionnaire was given to students and drop-outs. Immediately after the completion of this questionnaire, 15% of the 557 students and 50% of the 103 drop-outs were interviewed to probe certain questions in greater detail. Over a ten-week period students were surveyed on four cam-puses while drop-outs were sought in seven midpuses while drop-outs were sought in seven mid-western cities and three eastern cities. The data were organized around sex, past environment,

and current environment. Findings indicated that drop-outs went to college for non-specific reasons significantly more than stayers did. There were no sex or financial aid difference between those who stayed in school and drop-outs. Mothers having no religion seemed to increase the chance of dropping out. Too much or too little parental expectation was seen to cause attrition. Most black students had had bad experiences at white colleges. Discrimination was found to cause most black attrition at white colleges. (Author/AM)

ED 147 424

UD 017 624

Wade, Barbara J.
The Effects of Training on Perceptions of
Teachers and Others Toward Experiences of the
Black Child and Implications for Professional

-125p.; Ph.D. Dissertation, University of

Note—125p.; Ph.D.
Michigan

Michigan

Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-27,609)

Document Not Available from EDRS,

Descriptors—*Black Youth, *Changing Attitudes,
Doctoral Theses, *Inservice Programs,

Doctoral Theses, *Inservice Programs, *Teacher Workshops
This dissertation focused on the effects of inservice training on perceptions of teachers and others toward experiences of the black child. The purpose of the study was to determine whether a change could be made in perceptions of the students toward experiences of the black child. through a workshop experience. The design of the workshop provided the students with informa-tion relevant to experiences of the black child. The instructional component focused on anthropological, sociological, historical, psychological, and educational aspects as they affect and relate to the black child. The sample consisted of 65 children enrolled in a three and consisted of 65 children enrolled in a three and one-half day workshop. The instrument, "Misanthropy", was administered to the students in pre and post sessions. The major hypothesis was that there would be no significant difference in perceptions of the students toward the black child after receiving workshop training. The child after receiving workshop training. The hypothesis was accepted. Based on the data presented, it was concluded that perceptions were not influenced collectively. The fact that in-dividually, the students manifested change and that a comparative item analysis revealed char is sufficient to warrant further str (Author/AM)

ED 147 425

UD 017 625

Menter, Phyllis C.
A Descriptive Study of Administrative Processes and their Effects on Children Participating in the Chicago ESEA Title I Project.

Pub Date 76

Note-283p.; Ph.D. Dissertatin, Northwestern

University
Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor,
Michigan 48106 (Order No. 77-1308)
Document Not Available from EDRS.
Descriptors—*Doctoral Theses, *Interviews,
*Program Effectiveness, *Success Factors
Identifiers—*Elementary Secondary Education
Act Title I, *Illinois (Chicago)
This dissertation is a study of the reasons why
Title I of the Elementary and Secondary Education Act has had such an impact. An investigation

This dissertation is a study of the reasons why Title I of the Elementary and Secondary Education Act has had such an impact. An investigation of the day to day operations involved in the administration of the ESEA Title I project in the Chicago public school system identified practices and policies that negatively affect the delivery of special educational services to disadvantaged children. Interviews and observations were the primary methods of collecting the data. Semi-structured interviews were used with administrators and teachers. This approach allowed the interviewer to solicit additional information in order to abtain a more thorough understanding of the responses. A total of 30 schools were visited, and 116 Title I classrooms in those schools were observed. The principals and two teachers in each selected school were interviewed, making a total number of 30 principals and 60 teachers participating in the study sample. Some of the major findings of the study were: (1) the ensurance of compliance with federal and state rules is the sole function of the Department of Government Funded Programs, a large component of the Chicago Board of Education, (2) the most important tasks of this department are concerned with

getting the money and keeping it, with little at-tention devoted to what the money was intended to accomplish, and (3) some administrative poli-cies diminish the potential benefits of Title I ser-vice. (Author/AM)

ED 147 426

UD 017 626

A Descriptive Study of the Implementation of Five Component Elements of Randomly Selected Title VII Bilingual/Bicultural Programs.

-461p.; Ph.D. Dissertation, University of Maryland

ble from-University Microfilms, Disserta-

Available from—University Microfilms, Disserta-tion Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-29.012) Document Not Available from EDRS. Descriptors—"Bilingual Education, "Bilingualism, "Bilingual Students, "Doctoral Theses, "Spanish Speaking Identifiers—"Elementary Secondary Education Act Title VII

Act Title VII

For this dissertation, 15 randomly selected Title VII bilingual/bicultural education programs were selected. The target population was the Spanish speaking student. In this study, the fol-Spanish speaking student. In this study, the following program components were considered: (1) the students, (2) the teachers, (3) the parents, (4) the community-at-large, and (5) the curriculum. It was concluded that, though all Title VII programs purport to be implementing the five component elements of bilingual/bicultural education, there is evident variation in the improvement of the program of the prog programs studied. A chart indicating the comparative degree of implementation of the five components in the 15 programs is included. (Author/AM)

ED 147 427

UD 017 627

Pearson, Floyd H.
A Content Analysis of the Treatment of Black
People and Race Relations in United States History Textbooks.

Note-175p.; Ph.D. dissertation, University of

Available from-University Microfilms, Disserta-

tion Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-27,825)
Document Not Available from EDRS.
Descriptors—*Black History, Blacks, *Change Agents, *Content Analysis, Doctoral Theses, *History Textbooks, *Measurement Techniques Processing Textbooks, *Measurement ues, Race Relations, Racial Factors,

Technia

**Punited States History

This dissertation used quantitative techniques to analyze the treatment of black people and race relations in a selected sample of 20 high school and college textbooks in United States history. The procedure measured the actual amount of change by pairing texts published in 1963 with similar books published in 1973. Analysis of the data revealed a definite increase, in terms of pages, lines, and words, in the volume of printed material devoted to blacks and race relations in 1973 textbooks. Greatest emphases were upon the ante-bellum period, Civil War, and recon-struction era. Weak areas where black history was accented the least were early African origin was accented the least were early Arthan origins and, in America, the first 60 years of the 20th century. Thematic analysis, which compared the frequency of theme units present, showed increases in positive directions—the decline in stereotyping and the conscious effort to portray discriminatory practices in America. The quan-titative data thus obtained support for the basic contention that textbooks in 1973 more fully describe the experiences of black people and in-corporate added information and positive treat-ment of blacks into the record of America's past. (Author/AM)

ED 147 428

UD 017 628

Powers, William H.

A Comparison Study of the Degree to Which Systemic Techniques and Traditional Techniques Motivate Black Junior High School Students with Low Social Economic Status Towards Engineering Careers.

Note-107p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, Disserta-tion Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-27,143) Document Not Available from EDRS.

Descriptors—*Black Students, Doctoral Theses, *Engineering, Junior High School Students, *Low Income Groups, Secondary Education,

*Teaching Methods dentifiers—*Ohio (Cleveland)

The purpose of this dissertation was to com-pare the results of traditional and systemic techniques in motivating black eighth grade ju-nior high school students with low socioeconomic status toward careers in engineering. The traditional techniques were directed at the general population and showed the importance of general population and snowed the importance of engineering to society as a whole. The systemic techniques were aimed at blacks who have been victimized by social and technological systems and illustrated how engineering could be used to change these systems to meet the needs of black people. The population consisted of 200 black eighth grade junior high school students of low socioeconomic status, who attended a junior high school whose composition was 99% black and located in the inner city of Cleveland, Ohio. The results are summarized as follows: (1) the groups that received the systemic slide-audio presentations had a significantly higher amount of self-reported motivation toward engineering careers than the groups receiving the traditional slide-audio presentations; (2) the lecture presentations. audio presentations, (2) the lecture presentations produced no significant differences between groups on the measures of motivation, (3) the male students who received treatment had a significantly higher amount of self-reported and behavioral motivation toward engineering careers than the female students who received treatment, (4) the interaction between slide-audio presentations and sex on the self-reported measure approached significance, and (5) the groups that received the systemic slide-audio presentations had a higher percentage of "yes" responses (indicating behavioral motivation toward en-gineering careers) than the groups that received gineering careers) than the groups that the traditional instruction. (Author/AM)

ED 147 429

UD 017 629

Gilmore, Mary C.

A Comparison of a Traditional Approach and a Programmed Approach to D Shorthand Skill in Inner-City Schools. Developing Pub Date 76

Note-244p.; Ph.D. Dissertation, University of

Available from-University Microfilms, Disserta-

tion Copies, P.O. Box 1764, Ann Michigan 48106 (Order No. 76-27,891) ment Not Available from EDRS.

Descriptors—*Comparative Analysis, Doctoral Theses, *High School Students, *Inner City, Programed Instruction, Secondary Education,

*Stenography, *Teaching Methods Identifiers—*Texas (Dallas)

The purpose of this dissertation was to com-pare two methods of teaching beginning shorthand to students in selected inner-city high schools in Dallas, Texas. Using the tradition proach, shorthand theory was introduced by the teacher through chalkboard presentations. In the programmed approach students learned theory individually by using a programmed text and tapes in a teacher-controlled situation. The study was carried out with all beginning shorthand cla five high schools for a full trimester with additional posttesting administered at the end of the second trimester. One hundred fourteen students with no prior shorthand instruction participated in the experiment; 58 students traditional and 56 students programmed. Hypotheses were structured which related to the following in terms of the two teaching methods: (1) shorthand theory at the completion of the first trimester and at the end of the second trimester, (2) dictation skill, (3) the relationship between and among pretest and achievement measures, and (4) towards shorthand. Four dictation tests and two vocabulary tests were the criterion measures used in the study. Conclusions were: (1) the programmed approach is a more effective way to teach shorthand principles and to develop shorthand transcription skills in inner city stushorthand transcription shalls in line lower dents, (2) the students in the lower socioeconomic level in the programmed approach performed better in transcription speed than did the higher income level students in the program. teaching method, and (3) programmed materials favorably affected the attitudes of students in learning shorthand. (Author/AM)

ED 147 430

UD 017 630

Levy, Rosemary S.

An Analysis of the Effects of Language Acquisition
Context Upon the Dual Language Development
of Non-English Dominant Students.
Pub Date 76

Note-320p.; Ph.D. dissertation, Columbia University

Available from—University Microfilms, Disserta-tion Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-29,104) Document Not Available from EDRS. Descriptors—*Bilingual Education, Bilingual Stu-

dents, Doctoral Theses, Immigrants,
*Instruction, *Italian Americans, *Non English
Speaking, *Second Language Learning, Speaking, *Second Language *Teaching Methods Identifiers—*New York (Brooklyn)

This dissertation compares the relative effects This dissertation compares the relative effects of two contrasting approaches to bilingual instruction and of bilingual education as compared to traditional English monolingual education upon the dual language development and use of a group of first and second grade Italian dominant students. The sample of the study consisted of 106 Italian immigrant students attending public schools in Brooklyn, New York. There were three schools in Brooklyn, New York. There were three groups: (1) the fused language acquisition context group (FLAC), (2) the English monolingual group (EM), and (3) the separate language acquisition context group (SLAC). It was hypothesized that, upon completion of seven months of classroom instruction, the SLAC group would show more advanced syntactic and yocabulary development linesitic maturity and vocabulary development, linguistic maturity, and overall communicative ability, as well as greater linguistic independence and less language alterna-tion in both English and Italian than the other two groups. Findings indicated that the SLAC group achieved significantly greater gains in lin-guistic maturity. All other findings were non sig-nificant except the degree of linguistic independence as found in favor of the EM group. findings provide evidence in support of the separate language acquisition method in particular and of bilingual instruction in general as a viable means of educating the non-English dominant student. (Author/AM)

ED 147 431

Jones, Donald J. An Analysis of Selected Court Cases Which Have Applied the Principle of Metropolitan School Desegregation as a Means of Achieving Equality of Educational Opportunity. cational Opportunity.

Pub Date 76 Note-227p.; Ed.D. Dissertation, University of

Michigan
Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor,
Michigan 48106 (Order No. 76-27,426)
Document Not Available from EDRS.

Descriptors—*Case Studies, *Court Cases, Doctoral Theses, Equal Education, *Government Role, *Integration Litigation, *School Integra-

Identifiers-Bradley v Milliken, Bradley v School Board of Richmond Virginia, Evans v Buchanan, NewBerg Area Council v Jefferson County Sch Board, United States v Commis-

sioners of Indianapolis

This dissertation provides current research into the issues and prospects of metropolitan school integration. The principal data used in the research are the district court, appeals court and Supreme Court opinions written for the cases selected. The data collected was systematically analyzed for a summary of essential facts, defini-tions of the major issues in dispute, educational components, and the significant legal principles set forth in the cases. The five major court cases analyzed are cases in which efforts were made to merge predominantly black urban school districts merge predominantly black uroan school districts.

Those cases are: (1) Bradley v. School Board of the City of Richmond, Virginia; (2) Bradley v. Milliken, Detroit, Michigan, (3) United States v. Board of School Commissioners, Indianapolis, noard of School Commissioners, Indianapolis, In-diana; (4) NewBerg Area Council v. Jefferson County Board of Education, Louisville, Kentucky; and (5) Evans, v. Buchanan, Wilmington, Delaware. The findings clearly indicate that where dejure segregation can be proven, the courts are willing to cross traditional city-subur-ban boundaries as a means of providing relief to plaintiffs. (Author/AM) ED 147 432

UD 017 634

Schofield, Janet W. Sagar, H. Andrew Interracial Behavior in a "Magnet" School. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77 Contract-400-76-0011

Contract—400-76-0011

Note—24p.; Parts of some pages may be marginally legible due to the print quality of the original document; Paper presented at the Annual Convention of the American Psychological Association (85th, San Francisco, Calif., 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Alternative Schools, Grade 7, Grade 8, *Group Relations, *Integration Effects, Junior High Schools, *Open Education, *Race Relations, Racial Factors, *School Integration, Sex Differences lidentifiers—*Magnet Schools

This study replicates and extends an earlier

Identifiers—*Magnet Schools

This study replicates and extends an earlier study of interracial interaction patterns in an open enrollment "magnet" school. The earlier study conducted during the school's first year of operation found that: (1) race is an extremely important grouping criterion even for students who have chosen a segregated school, (2) sex is an even more important grouping criterion, (3) girls show more racial aggregation than boys, and (4) racial aggregation decreased over time in the 7th grade which met most of the conditions specified by Allbort as conducive to improved intergroup. by Allport as conducive to improved intergroup relations, but increased in the 8th grade which had a predominantly white accelerated aca track and a predominantly black regular track. The present study found that all of the above patheld true in the school's second year operation with one exception: No increase in in-terracial interaction was found in the 7th grade. Cross-sectional comparison of the interaction pat-terns of this year's 7th and 8th graders who entered these grades with one year of positive desegregated experience to those of last year's 7th and 8th graders who had no parallel ex-7th and 8th graders who had no parallel experience showed (1) as predicted, this year's 8th graders interact interracially more than last years's, and (2) the predicted parallel difference between this year's 7th graders and last year's was not found. The study's findings point up the crucial importance of attending to contact processes beyond the first year of desegregation. (Author/AM)

ED 147 433 UD 017 635

Wright, Stephen J.
Education: Meeting the Expectations of Black
Families: A Right Yet to be Secured.
Pub Date 3 Nov 77

Note—IIp.; Paper presented at the National Urban League's Conference on the Black Family (Chicago, Illinois, November 3, 1977) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

EDRS Price MF-50.83 HC-\$1.07 PIUS rostage.
Descriptors—Black Leadership, Black Role,
*Black Students, *Educational Needs,
*Educational Policy, *Educational Practice,
*Equal Education, *Family Involvement
Identifiers—*National Urban League

This paper deals with the educational needs and expectations of black families. It does three things: it describes what the rights and expecta tions of black families are (or ought to be) with respect to their education. It indicates in general terms how far blacks are from securing these educational rights and expectations, and finally it suggests what needs to be desired. suggests what needs to be done to secure these rights and expectations. No distinctions are made ectations and rights where education is concerned. There are five critical areas that substantially define what must be addressed sucsubstantially define what must be addressed successfully if equal educational opportunity is to be achieved: (1) the retardation (as measured by standardized tests) that begins about age three and accumulates to three or four years by the end of the 12th grade, (2) the high drop out rate, (3) the small number of blacks going on for higher education, (4) the large number who enroll in community colleges or institutions with questionable academic standards, and (5) the small number who qualify for admission to and who graduate from graduate and professional schools. Among the suggestions that are offered to remediate the bleak situation that exists are the following: (1) blacks have to make commitments and mobilize resources, (2) the initiative must be undertaken and sustained by blacks, (3) must be undertaken and sustained by blacks, (3) blacks must become more deeply involved in politics, (4) black scholars must make the black community aware of the educational deficits of blacks and they must devise ways to develop competitive competencies in black children, and (5) the Urban League, the N.A.A.C.P. and the Legal Defense Fund need to put their efforts on a division of labor basis into three urgent areas: education, employment, (Author/AM)

ED 147 434 Sosin, Michael UD 017 637

Toward a Theory of Legal Impact: Some Perspec-tives on Compliance. Discussion Papers #389-

Wisconsin Univ., Madison. Inst. for Research on

Poverty. Spons Agency—Department of Health, Educa-tion, and Welfare, Washington, D.C. Pub Date Feb 77

Note—35p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Schemes, *Law En-

Descriptors—*Conceptual Schemes, *Law Enforcement, *Laws, *Social Change, *Theories An important question to both social theory and policy is the impact of law on behavior. This question has received considerable empirical attention, but the need for a consistent theoretical approach is evident. In this paper a preliminary theory of legal impact is suggested, and one specific aspect of it is detailed. The paper points out that a number of distinctions are necessary in out that a number of distinctions are necessary in a theory of impact. First, impact may occur at two levels, that of compliance and that of broader social impact. Second, three factors may be expected to influence impact, the source of the law, the content of the law, and the characthe law, the content of the law, and the charac-teristics of the affected unit. Each of the three factors must be discussed separately, for both compliance and social impact, if a rigorous theory is to be developed. An ideal-typical ap-proach is used to develop one aspect of a theory of impact, the relation of the source of the law to compliance. The ideal type is based on a concep-tion of law developed by Weber, and it involves four topics: legitimacy, sanctions, enforcement. four topics: legitimacy, sanctions, enforcement, and integration. The paper concludes with some suggestions for using the ideal type in further empirical and theoretical studies. (Author)

ED 147 435

UD 017 638

Snyder, Mark
On the Self-Fulfilling Nature of Social Stereotypes
National Science Foundation, Washington, D.C.

Grant-SOC-75-13872

Note—16p.; Paper prepared for presentation at the Annual Meeting of the American Psychological Association (San Francisco, California, 1977)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Process Analysis, *Interpersonal Relationship,

*Physical Characteristics, Reactive Behavior, Social Attitudes, *Social Psychology, Attitudes,

*Stereotypes
This paper explores the cognitive and behavioral consequences of our impressions of other people in the context of social stereotypes. stereotypes are a special case of interpersonal perception. Though they are usually simple and overgeneralized, many social stereotypes con-cern highly visible and distinctive personal characteristics, such as sex and race. These pieces of information are usually the first to be noticed in social interaction and can gain high priority for channeling subsequent information priority for channeling subsequent information processing and interaction. As such, social stereotypes may be used to consider the cognitive and behavioral consequences of person perception. These stereotypes may influence information processing that serves to bolster and strengthen them. Stereotype-based beliefs may serve as grounds for predictions about the target's future behavior and may guide and influence the perceiver's interactions with the target. In this way, social stereotypes may create their own reality by channeling interaction in ways that cause the social stereotypes may create their own reality by channeling interaction in ways that cause the stereotyped individual to behaviorally confirm the perceiver's stereotype. The author describes an experiment designed to test this behavioral confirmation hypothesis. Because of the implications of the self-fulfilling effects of social stereotypes upon social interaction, the study of these stereo-types becomes important to social psychology. (Author/GC)

ED 147 436

UD 017 639

Hamilton, David L.
Illusory Correlation as a Basis for Social Stereo-

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Pub Date 77

Grant-NIMH-29418

Orant—Nintri-29416
Note—14p.; Paper presented at the Convention of the American Psychological Association (San Francisco, California, 1977) EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cognitive Processes, *Interaction Process Analysis, Occupations, *Reactive Behavior, Social Attitudes, *Social Psychology,

*Stereotypes

Stereotypic statements about social groups are correlational in nature. That is, they express the correlational in nature. That is, they express the speaker's belief in the relationship between two variables, one having to do with group membership and the other being a psychological attribute. This paper describes research directed toward determining cognitive biases influencing the development of correlational concepts and their possible effects on stereotypic conceptions of social groups. Previous studies indicate that their possible effects on stereotypic conceptions of social groups. Previous studies indicate that subjects overestimated the frequency with which certain types of stimulus co-occurrences had appeared in a stimulus sequence. Studies conducted by this author pursued the implications of these findings for the perception of social groups. The four experiments described focused on biases in subjects' judgment of how frequently certain kinds of information had described particular groups in a series of stimulus sequences they had just seen. Both behavioral and occupational stereotypes were examined. In all four ca jects came away with misperceptions of the rela-tionships among variables contained in that stimulus information. That is, some strong illusory correlations were reflected in their judgments These experiments, then, provide strong docu-mentation of the extent to which biases in our information processing system can influence our conceptions of social groups. (Author/GC)

ED 147 437 UD 017 665

Olneck, Michael R. Bills, David B.

Family Characteristics and Achievement: Effects of Birth Order and Family Size of the Kalamazoo Brothers Sample. Discussion Papers No. 431-77.

Wisconsin Univ., Madison. Inst. for Research on

Poverty. Report No--IRP-DP-431-77

Pub Date Aug 77

Note—73p.; Paper presented at the Mathematical Social Science Board Conference on Family Environment and Subsequent Child Develop-ment (Stanford, California, March 24-26,

1977)
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage. Descriptors—*Academic Achievement, *Birth Order, *Family Characteristics, Income, *Siblings, *Socioeconomic Status, Test Results lentifiers—*Family Size, *Kalamazoo Brothers Sample, Occupational Status

Research on the effects of birth order on cognitive ability often fails to control relevant varia bles related to family background and does not usually investigate the effects of birth order among members of the same family. Consequently, apparently significant birth order effects may in fact be spurious. This study uses a sample of brothers (Kalamazoo Brothers Sample) sample of orders (kalamazoo bioters sample to investigate the effects of birth order within families on: sixth grade test scores, educational attainment, adult occupational status, and earnings. Despite a detailed search for both linear and nonlinear effects of birth order, the analyses suggest few statistically significant, large, or con-sistent effects. Allowing the effects of birth order to vary by age-spacing does not alter this finding.
Unlike the effects of birth order, the effects of amily size are significant. The effects of increased family size diminish as family size grows larger. The nonlinear effects of family size are reduced appreciably when other measures of socioeconomic status are controlled. The effects of family size on educational attainment once socioeconomic background and test scores are controlled are small but significant. The results suggest that the most important independent con-sequence of larger families for the attainment process is lowered cognitive skill. This apparent effect may, however, itself be spurious. (Author/AM)

ED 147 438 UD 017 667 Wolf, Wendy C. Fligstein, Neil D. Sexual Stratification: Differences in Power Work Setting. Discussion Papers #429-77.

Wisconsin Univ., Madison. Inst. for Research on

Poverty. Pub Date 77

Fuo Date Note—38p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—Employment Patterns, *Individual Power, *Jobs, Labor Force, *Sex Differences, *Social Stratification, *Status

*Social Stratification, *Status Identifiers—*Autonomy
The central concern of this paper is to illustrate how certain dimensions of jobs are helpful in determining whether individuals have comparable positions in the work setting. First, the notion of power in the work setting and its relevance to stratification research are discussed. How this conceptualization helps in the understanding of sex differences in job positions is then sketched. Finally, the usefulness of these concepts in clarifying the similarities and differences of positions of men and women in the work setting are of men and women in the work setting are demonstrated empirically. The two aspects of power on the job considered are authority and autonomy. The empirical analysis tests whether men and women have differing amounts of authority and autonomy holding constant other relevant variables. These variables include occupational status, education, and self employment. The analysis indicates that sex has a main effect on occupational status level, holding constant the main effects of other variables. It was demonstrated that women are less likely to be in super-visory positions than men. (Author/AM)

ED 147 439 UD 017 668 Marketing and the Low Income Consumer. Bureau of Domestic Commerce (DOC), Washing-

ton DC Pub Date [77]

Note-71p. EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Annotated Bibliographies,
*Behavior Patterns, *Consumer Economics,
Consumer Science, *Low Income Groups, *Marketing

This is a revised version of a 1969 bibliography dealing with the characteristics of the market dealing with the characteristics of the market system serving low-income consumers, with pro-grams designed to improve the market system and with problems in low income marketing. This version contains 326 classified, annotated entries. The bibliography covers the following major areas: (1) characteristics and buying practices of low-income consumers, (2) characteristics and practices of commercial enterprises which serve low-income consumers, (3) conflicts and problems in low-income markets, and (5) programs and potential solutions for solving the problems. Another major area includes miscellaneous entries. Each section is cross-referenced. (Author/AM)

ED 147 440 UD 017 669 Health of the Disadvantaged - Chart Book. Health Resources Administration (DHEW/PHS), Bethesda, Md.

Report No—DHEW-HRA-77-628 Pub Date Sep 77

Note—101p.; Parts of the document will be marginally legible due to small type EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Charts, Demography, Disease Rate,
*Ethnic Groups, *Health Conditions, *Health
Services, *Low Income Groups, *Minority
Groups, Nutrition, *Statistics, Tables (Data)
Identifiers—Medicaid, Medicare

This chart book on the health of the disad-This chart book on the health of the disad-vantaged contains major published and previously unpublished data. The major areas that are covered are: health status, utilization of services, manpower, and financial expenditures. Also in-cluded are supplementary tables which present more precise data, and additional information. The charts show that: (1) for most critical measures of disease, the poor compared to the non-poor and racial and ethnic minorities compared to whites had higher incidences, (2) the higher incidences of disease for racial and ethnic minoriincidences of disease for racial and ethnic minorities were partially accounted for by socio-economic factors, (3) the amount of contact with medical services increased significantly for the poor and racial minorities between 1964 and 1973, (4) racial minorities and the poor use medical services to a lesser degree relative to their need in comparison to whites and the non-court respectively. (5) recial miscretize contribute their need in comparison to whites and the non-poor, respectively, (5) racial minorities constitute five and one-half per cent of the health profes-sionals and fourteen percent of all health occupa-tions, (6) out-of-pocket expenses were twice as great for both whites and the nonpoor as com-pared to racial minorities and the poor, respec-tively, (7) disparities existed between whites and minorities as to the benefits received from medicare and medicaid; for instance, 75% greater payments were expended per white as compared to racial minority medicaid recipients, and (8) the poor and minorities were at a twofold disparity healthwise: they were in poorer health and they had less spent on them for health services. Poor minorities were at the greatest disparities on both accounts. (Author/AM)

ED 147 441 UD 017 770 Legislative Report; National Advisory Council on the Education of Disadvantaged Children.

National Advisory Council on the Education of Disadvantaged Children, Washington, D.C. Pub Date Sep 77

Note-30p. EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Citizen Participation, Compensatory Education, Educational Finance, *Educational Legislation, *Educationally Disadvantaged, Evaluation, *Government Role, *Minority Evaluation, *Government Role, *Minority Group Children, Needs Assessment, Parent Participation, *Program Content

Identifiers-*Elementary Secondary Education

Act Title I
This report enumerates principles which should be considered important to any legislation designed to provide educational services to disadvantaged children. It is recommended that the primary objective of Title I programs be to raise the educationally disadvantaged child's level of

achievement in the area of the basic skills. It is recommended that the Federal Government exerrecommended that the recents Government exer-cise a direct responsibility for special groups of children where local or state obligation is not acknowledged or existent. It is recommended that the funding formula be revised to simplify economic criteria and collection of statistical data on poverty children; provide uniform criteria and appropiate allocation procedures for local dis-tricts whether organized on a state, county, or district basis, and; provide adequate allocations to urban areas with high concentrations of low income families. It is recommended that Title I legislation require an individualized needs assesslegislation require an individualized needs assessment. Recommendations are also made in the following areas: (1) parent involvement, (2) citizen participation, (3) evaluations and technical assistance, (4) audits and sanctions for noncompliance and (5) state administrative costs. A summary of past council recommendations (1966-1976) is provided. (Author/AM)

ED 147 442 UD 017 774

Patten, W. George
The Effect of Continuing Education on Earnin
and Job Security of Employees of the Forme
Milwaukee Model Cities Agency.

Pub Date Sep 77 Note-67p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Blacks, *Educational Programs,
Evaluation, *Income, *Jobs, *Job Training,
Minority Groups, Program Descriptions,
Questionnaires, *Success Factors, Unemployment

Identifiers-*Model Cities Program, Wisconsin (Milwaukee) The Milwaukee Model Cities Agency was

established to achieve, through citizen participa-tion, substantial improvement in the quality of life of the people living in the inner cities. Basi-cally this study examined the present employment and earning status of 78 former employees of the administrative section of the program. Data col-lected included information on (a) present income as compared to income before model cities employment, (b) job stability, and (c) period of training. The two most important variables are years of additional education and wage gains. A mailed questionnaire was sent to the 78 former employees. Of the 78, 22 or 30% responded, 11 males and 11 females. The questionnaire was dimates and 11 tentages. The question and training, (2) evaluation of model cities working experience, (3) quality of life, and (4) personal data. Results indicated that there was a strong relationship between additional education and sa lary gains. However, the extent to which any at-tempt can be made to determine the real benefits of educational improvement sponsored by model cities is doubtful. There are many intangible variables and what cannot be ascertained at a given point in time are the effects that present educational levels may have upon future productivity.

(Author/AM) This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Perception

Iconic signs and Symbols in Audiovisual Communication, an
Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number

A Better Chance

Evaluation Report of Dartmouth's A Better Chance Program. Research and Evaluation Report Series No. 53.

ED 147 089

Ability

A Culture-Free Performance Test of General Learning Ability.

ED 147 332//

Abortions

Attitudes and Action.

ED 146 466

Abstracts

Energy Abstracts for Policy Analysis: A Critical Analysis.

ED 146 933 National Program for Selected Population Segments. Project Summaries.

ED 146 376

Academic Achievement

Academic Performance of L.A.C.C. Transfers to California State University at Los Angeles, 1976-77. Research Study 77-12.

Achievement in Basic Skills. A Longitudinal Evaluation of Pupil Achievement in Language Arts and Mathematics.

ED 147 367 Curriculum Tracking and Educational Stratification: Some Further Evidence. Report No. 237.

An Evaluation of Education for Indians. Robeson County, North Carolina 1975-1976.

Evaluation of First-Year Shorthand Achievement. Final Report.

ED 146 375
Fall 1977 Non-Enrolled Students Registered a
Other Community Colleges: Fall 1975 Entering
Students. Student Flow Project, Report No. 32.
ED 146 998

Family Characteristics and Achievement: Effects of Birth Order and Family Size of the Kalamazoo Brothers Sample. Discussion Papers No. 431-77.

First Semester College Performance of G.E.D.

How Can Local School Districts Use NAEP

Indicators of Educational Quality 1975-76. Technical Report. Office of Research Report Series, Vol. 1, No. 29. ED 147 316 Indicators of Educational Quality 1975-76. Summary. Office of Research Report Series, Vol. 1. No. 28.

ED 147 317 Individualized Calculus for the "Life-Long" Learner: A Two-Semester Comparison of Attitudes and Effectiveness.

An Information Comparison of Conventional and Adaptive Tests in the Measurement of Classroom Achievement. Research Report 77-

ED 147 368 A Longitudinal Study: The Long-Term Impact of the Rutgers Upward Bound Program on its Participants.

ED 147 415//
Measuring Experiences Through the Experiential Taxonomy: A Research Study in Special

PBTE (Performance-Based Teacher Education); Vol. 2, No. 9, March 1974.

The Relationship of a Test of English as a Second Language to Measures of Achievement and Self-Concept in a Sample of American Indian Students. Research and Evaluation Report Series No. 58.

ED 147 090 Relationships Between Pupil Achievement and Characteristics of Observed Teacher Behavior Distributions. Research Report No. 6.

ED 147 276 Seven Signs of a Successful Speller. ED 146 627

South Carolina Statewide Testing Program 1976-77. General Report. Office of Research Report Series, Vol. 1, No. 32.

South Carolina Statewide Testing Program 1976-77. Summary Report. Office of Research Report Series, Vol. 1, No. 33.

ED 147 334 The Student as the Unit of Analysis. Research Report 75-12.

A Study of a Two Hour Time Block in Industrial Education. Final Report.

ED 146 427
Texas Teacher Effectiveness Project: An Investigation of Selected Presage-Process Relationships. Report No. 75-16.

Transfers Among Postsecondary Education Institutions. ED 146 870

Academic Aspiration

A Profile of Demographic Characteristics, Occupational and Educational Plans of Vocational Students in Selected Mississippi Junior Colleges.

ED 146 984

Academic Failure

The Decline in Academic Standards.

ED 147 351
Grade Reduction, Academic Dismissal and the Courts. A Legal Memorandum.

ED 146 667

Academic Freedom

[Censorship and Other Issues.]

ED 146 604 Limits of Inquiry: Straws in the Wind.

ED 147 238

Academic Standards

Another Time, Another Place....Proceedings of the Symposium on Credit for Prior and Experiential Learning (San Francisco, California, November 5, 1976).

ED 146 413
The Decline in Academic Standards.

ED 147 351 Sociology 5 Study.

ED 146 979

Accelerated Courses

Project Advance Evaluation, Series C 1975-76. Report 12. ED 146 874

Access to Education

Access and Structure of Post-Secondary Education. From a Global to a Diffused System. Occasional Papers/Cahiers 1.

ED 146 881 Chicanos in Higher Education: Proceedings of

a National Institute on Access to Higher Education for the Mexican American (Albuquerque, New Mexico, July 1975). ED 147 096//

Continuing Education of Deaf Adults. Report of a Survey.

ED 146 453

Entry Into Postsecondary Education. ED 146 871

Accident Prevention

Playground Equipment Guide: For Teachers, Park and Recreation Directors, Parents, Youth Leaders, and Other Concerned Adults.

Safety in Team Sports. Sports Safety Series, Monograph No. 3. ED 147 268 Accountability

Testing and Accountability: A Survey of the Knowledge and Attitudes of New York State Secondary School English Teachers ED 146 624//

Accreditation (Institutions)

Commissioned Papers of the Illinois Policy Project: Accreditation, Certification and Continu-

Openings, Closings, Mergers and Accreditation Status of Independent Colleges and Universi-

ED 146 873

Achievement Gains

A Longitudinal Analysis of Reading and Arithmetic Achievement and Court-Ordered Desegregation (With "Forced" Busing) in a Large Urban School District in the South.

ED 147 419//

A Note on the Correlations between Increments, Cumulated Attainment and a Predictor. ED 147 339

Achievement Tests

The Development of Vocational Modules and an Evaluative Instrument at Readability Levels
Which Are Comprehensible by All Students in
the High School Vocational Program. Final Re-

ED 146 400

Guidelines and Cautions for Considering Criterion-Referenced Testing.

An Information Comparison of Conventional and Adaptive Tests in the Measurement of Classroom Achievement. Research Report 77-

Using Achievement Test Scores to Allocate Title I Funds. A Report.

ED 146 673

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IR —Information Resources

JC —Junior Colleges

PS - Early Childhood Education

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SP —Teacher Education

TM-Tests, Measurement, and Evaluation

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CS003664	ED146544	CS501881		EC102859	ED146738
CS003709	ED146545	CS501882	mm + + + + + + + + + + + + + + + + + +		
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CS003725	ED146546	CS501883	ED146644//	EC102861	ED146740
CS003730	ED146547	CS501884	ED146645	EC102862	ED146741
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1.3/113689	ED146591//	EA010093	ED146688	FL009013	ED146784//
00403003	221.0011//				

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FL009015	ED146785//	27 W. W.	HE009463	ED146882		JC770563	ED146978	
FL009016	ED146786//		HE009464	ED146883		JC770564		
FL009018	ED146787//		HE009465	ED146884		JC770565		
FL009019	ED146788//		10001606	ED. 14000		JC770566		
FL009020 FL009022	ED146789// ED146790//	100 T	IR004686 IR004737			JC770567 JC770568		
FL009026	ED146791		IR005036			JC770569		
FL009027	ED146792		IR005117	ED146888		JC770570		
FL009028 FL009029	ED146793 ED146794		IR005169			JC77057		
FL009029	ED146794 ED146795	DOMESTICAL DESCRIPTION OF THE PERSON OF THE	IR005176 IR005247			JC780003 JC780003		
FL009036	ED146796//		IR005253			JC78000		
FL009037	ED146797//		IR005270	ED146893		JC780003		
FL009038 FL009039	ED146798// ED146799//		IR005271			JC78000		
FL009040	ED146799// ED146800//		IR005272 IR005274			JC78000 JC78000		
FL009041	ED146801//	EXT (D'SE	IR005275			JC78000		
FL009042	ED146802//		IR005276			JC78001		
FL009043	ED146803//		IR005280			JC78001:		
FL009045 FL009046	ED146804// ED146805		IR005282 IR005285			JC780013 JC780014		
FL009047	ED146806		IR005291			JC78001		
FL009048	ED146807		IR005295	ED146903		JC78002	ED147000	
FL009049	ED146808		IR005318			JC78002	I ED147001	
FL009050 FL009051	ED146809 ED146810		IR005322 IR005329			PS00936	3 ED147002	
FL009053	ED146811		IR005331			PS00958		
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FL009079	ED146818		IR005352	ED146914		PS00964		
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FL009088	ED146823		IR005390			PS00965 PS00965		
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	71010111		IR005392	ED146921		PS00965	9 ED147017	
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HE009312	ED146826 ED146827		IR005394 IR005395	ED146923 ED146924		PS00966		
HE009316	ED146827 ED146828	Abot Louis	IR005396			PS00966 PS00967		
HE009349	ED146829	DOCTORAL TOTAL	IR005397	ED146926		PS00967		
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HE009414			IR005424	ED146945//		RC01008		
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HE009420 HE009421	ED146854		IR005430	ED146951//		RC01013		
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RC010213			0.000000	SE02:
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RC010216 RC010217	ED147080		0.000 - 10	SE02 SE02 SE02
RC010218	ED147082			SE02: SE02:
RC010219 RC010222	ED147083 ED147084			SE02
RC010223	ED147085			SE02
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RC010226	ED147088			SE02
RC010227 RC010228	ED147089 ED147090			SE02
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RC010237 RC010238			50008.30	SE02
RC010239	ED147094			SE02
RC010243 RC010257	ED147095 ED147096//			SE02 SE02
RC010258			t Shirt W. H.	SE02
SE022415			Linkows	SE02 SE02
SE022485 SE022651	ED147099 ED147100//			SE02
SE022918	ED147101			SO01
SE022966 SE022974	ED147102 ED147103		AT A STATE OF THE	SO01
SE023086	ED147104			SO01
SE023104 SE023175	ED147105 ED147106			SO01 SO01
SE023232	ED147107			SO01
SE023258 SE023259	ED147108 ED147109			SO01
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Main Terms appear in all capital letters. Synonyms, referring the user to Main Terms, appear in upper and lower case. The dates following Main Terms indicate the month and year in which they were approved. The following abbreviations are used: SN = Scope Note; UF = Used For; Use = refers the user from a Synonym to a Main Term.

Academic Advisement

USE EDUCATIONAL COUNSELING

ACCESS TO EDUCATION Sep. 1977 SN Accessibility of an education to a student (including access to appropriate educational facilities, institutions, materials, and personnel).

Educational Access

ANTHROPOLOGICAL LINGUISTICS

Oct. 1977

SN Application of anthropological and linguistic techniques to the study of speech communities, particularly those with no writing system; attention is given to specific interrelationships in the concurrent and systematic development of culture and language.

UF Linguistic Anthropology

BIRTH

Oct. 1977

UF Childbirth Labor (Childbirth) Parturition

CANADA NATIVES Aug. 1977 SN Peoples indigenous to Canada (Canada's American Indians, Eskimos, or

peoples whose ancestry is mixed with these groups).

CARTOGRAPHY Aug. 1977 SN Science or art of making maps. Mapping

CLINICAL PSYCHOLOGY Oct. 1977

SN Branch of psychology devoted to psychological methods of diagnosing and treating mental and emotional disorders, as well as research into the causes of these disorders and the effects of therapy.

College Enrollment USE ENROLLMENT

College Registration USE SCHOOL REGISTRATION

Diagnosis

USE IDENTIFICATION

ENDOWMENT FUNDS Sep. 1977 SN Capital sums set aside as sources of income--the principal of each sum is usually left intact and invested, while the income may be expended.

UF Educational endowments

Oct. 1977

SN Identification with a specific kind of ethnic character, quality, or peculiarity; awareness of the ethnic character of oneself or others.

Ethnic Consciousness Ethnic Identification

EVALUATORS Sep. 1977

SN Individuals who collect information according to a design and use such information as a basis for judging either the absolute or relative value of programs, products, or personnel.

UF Evaluation Specialists

FACULTY DEVELOPMENT Oct. 1977

Activities to encourage and enhance faculty professional growth.

Faculty Growth Faculty Improvement

FEDERAL REGULATION Sep. 1977

Federal government control or influence based on legislation.

Federal Control

GOVERNMENT SCHOOL RELATIONSHIP

Sep. 1977

Any interaction of an educational institution or school district with a local, provincial, or central government.

School Government Relationship

GRIEF

SN Emotional state of intense sadness associated with external loss or deprivation.

UF Mourning

GYNECOLOGY Oct. 1977

SN Branch of medicine dealing with the diseases, hygiene, and reproduction functions of females.

HEARINGS Sep. 1977

SN Sessions in which witnesses are heard and testimony is recorded (Note: For U.S. Congressional hearings, coordinate "Hearings" with such Identifiers as "Congress," "Congress 95th," etc.).

UF Public Hearings

IMMERSION PROGRAMS Aug. 1977 Educational programs in which all curriculum materials are taught in a second language, generally at the elementary level and almost always within the context of a first language school.

INSTITUTIONAL AUTONOMY Sep. 1977 SN Freedom of an institution to act without external control.

INTELLECTUAL HISTORY

SN Branch of history that deals with the evolution of ideas, how these ideas were influenced by various factors, and what happens to these ideas or thoughts among people in a given society.

Interest Centers

USE CENTERS OF INTEREST

LANGUAGE MAINTENANCE Oct. 1977 The maintenance of a given language rather than its displacement by another language (includes maintaining the languages of cultural minority groups through family practices, rituals, concerted educational endeavors with society at large, etc.).

Liability (Responsibility) USE LEGAL RESPONSIBILITY

Minimum Competencies

USE BASIC SKILLS

NONCAMPUS COLLEGES

SN Post-secondary institutions which dispense with the fixed campus in favor of rented, borrowed, or mobile facilities in many locations.

PERSPECTIVE TAKING Oct. 1977

SN The ability to perceive, or to react to, given situations (whether physical, social, or emotional) from other than one's own egocentric point of view.

UF Role Taking

PHARMACEUTICAL EDUCATION

Aug. 1977

SN Formal study of the art and science of preparing and dispensing drugs and medicine.

POPULAR CULTURE Sep. 1977

SN Artistic and commercial expressions which reach a majority of the people through mass media, mass production, or transportation.

Mass Culture Pop Culture

PRAGMATICS

Aug. 1977 SN The study of systematic relations of linguistic forms (words, expressions, and symbols) to situational contexts or settings.

Priority Determination USE NEEDS ASSESSMENT

PRIVACY Oct. 1977

SN Condition whereby individuals or their properties are free from unwarranted scrutiny.

rus).

PROXIMITY
SN Relative nearness in time, place, relationship, etc. (Note: Prior to Aug. 1977, the instruction "Proximity, use Distance" was carried in the Thesau-

QUALITY OF LIFE Sep. 1977
SN Any combination of objective standards and subjective attitudes, both other- and self-imposed, by which individuals and groups assess their life situations.
UF Life Quality

Registration in School USE SCHOOL REGISTRATION

RESOURCE ROOM PROGRAMS Oct. 1977 SN Special classroom programs in which a specially trained teacher provides instructional support for students referred by regular classroom teachers.

RETRENCHMENT Aug. 1977
SN Reduction of costs or efforts, usually as an economic necessity.

RURAL NONFARM RESIDENTS

Aug. 1977

STATE HISTORY Aug. 1977 SN History associated with individual states within the United States.

SURGERY
Oct. 1977
SN Branch of medicine which treats trauma and diseases wholly or in part by manual and operative procedures.
UF Operations (Surgery)

Transcripts (Academic)
USE ACADEMIC RECORDS

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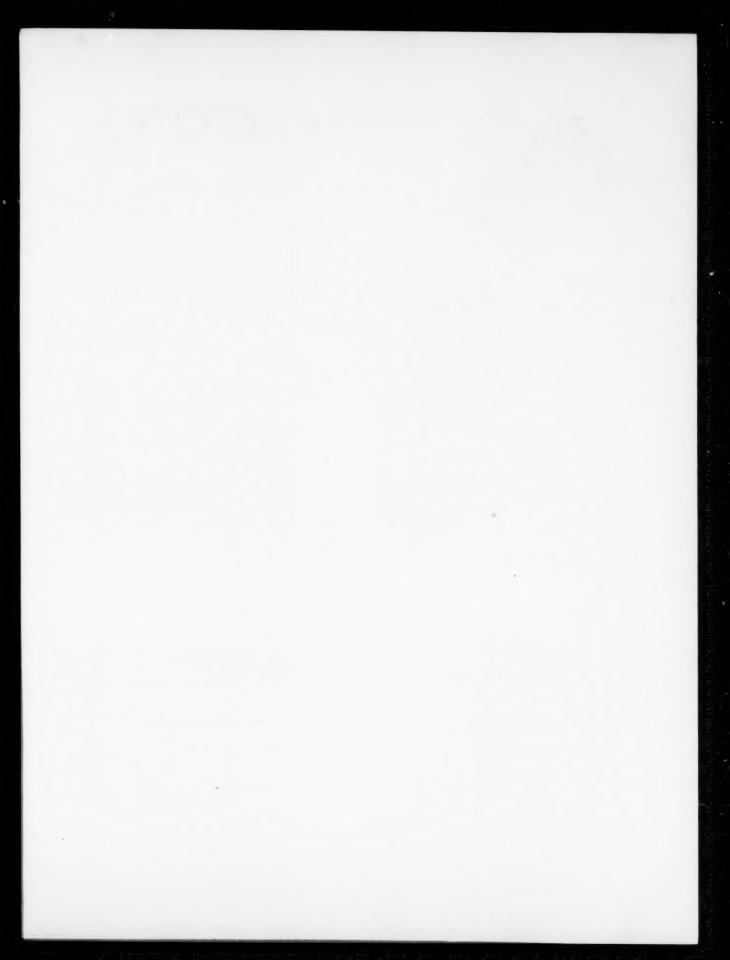
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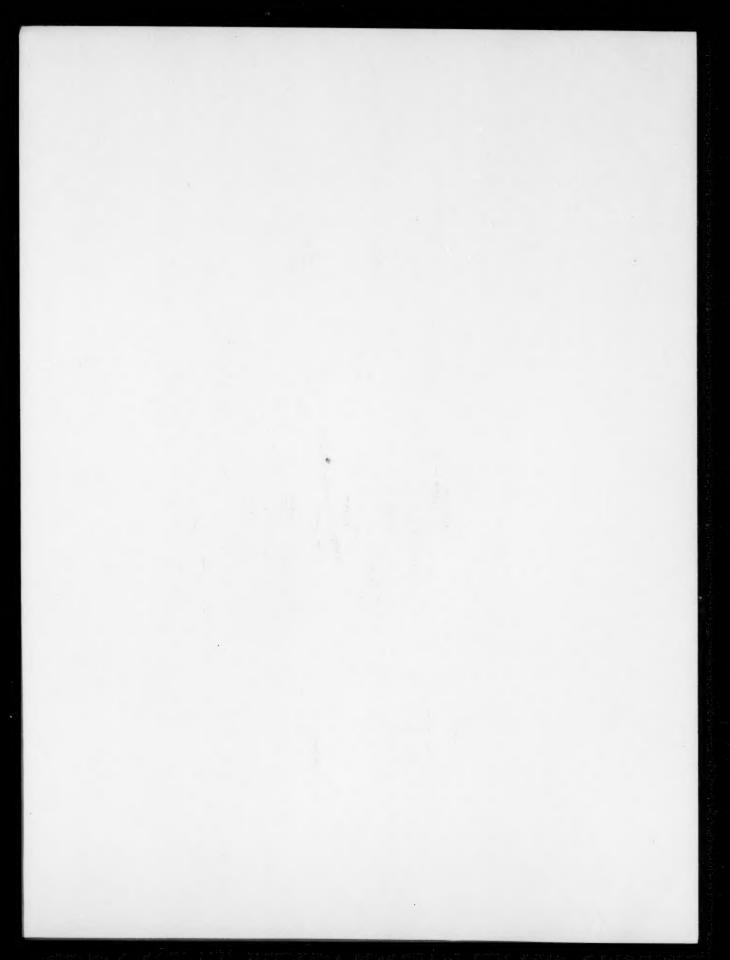
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